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ABSTRACT

This is a manual for peer counselors and parents in an alcohol and drug abuse prevention program for teenagers. The document opens with the training objectives for the peer helpers: to know yourself, to be a resource, and to promote and establish a drug-free peer group and drug-free activities in school. Discussion on these topics is provided: (1) understanding yourself and your role as a peer helper; (2) avoiding stress; (3) knowing the criminal laws about alcohol and drugs; (4) a quiz about driving under the influence; (5) drug classification; (6) perceptions and attitudes of high risk versus "capable" teenagers; (7) reasons for use and abuse of alcohol and drugs; (8) advice on raising successful children; (9) drug use in one's child; (9) effective group skills; (10) brainstorming; (11) resistance to persuasion skills; (12) using techniques of feedback for personal growth; (13) personal thoughts about changing; (14) adolescent suicide; (15) questions indicating possible symptoms of alcoholism arranged in order of increasing dependence; (15) adaptations of materials from the New Games Foundation which are based on participation and not spectatorship; and (16) mini action plan forms. (ABL)

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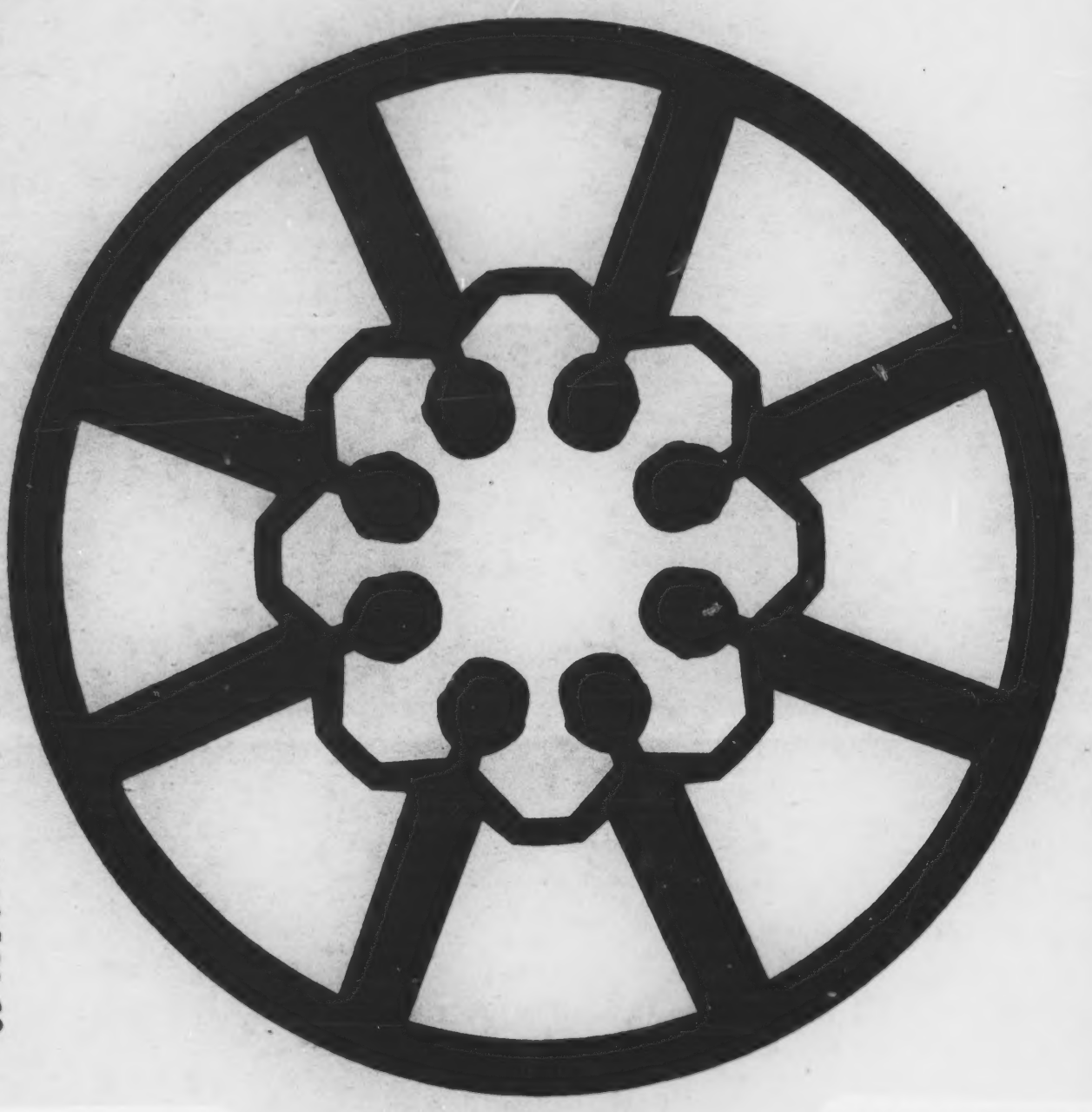
PEER LEADERSHIP MANUAL



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PEER HELPER TRAINING

TRAINING OBJECTIVES

1. Know Yourself:

2. Be a Resource: Understand what you have to offer, and become familiar with the existing resources within your community.

3. Promote and establish a drug-free peer group and activities in your school.

NON-NEGOTIABLES

1. All illegal drugs, alcohol or tobacco are strictly prohibited. Anyone caught or suspected of using drugs will be sent home immediately.

2. You must attend and be on time to all sessions unless arrangements are previously made.

3. Respect the premises and the curfew.

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WEBER COUNTY
Department of Alcohol and Drug Abuse

Harold L. Morrill
DIRECTOR

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Dear Peer Helper:

This manual is a supplement to the peer training you will receive. It is our hope that we provided you with information you will need as you work in your school as a friend to your classmates.

In the past our efforts have been focused on the student who was using. This is an effort dedicated to promoting a drug free lifestyle in our teenagers. More and more youth today feel that using drugs is "no big deal" and that it is expected of them to be normal. It is our hope that we can again achieve a norm of teens who do not use and that a group of teens who don't use encourage others to stop or better yet never start.

The skills within this manual and that you receive through training will aid you in working with youth younger than yourself. Take the time to understand the factual information and techniques so that when you are asked a question you are able to give accurate information or know where to go for it.

1. Don't neglect yourself. You will learn the most and will know first hand what will and will not work.

2. Have fun. If being drug-free is not fun for you it will be hard for someone else to see it as worthwhile.

3. Use accurate up-to-date information. Don't be afraid to say "I don't know" but I'll find out for you and then follow through.

4. Know the resources in your community and know how to access them.

5. Work on being a good friend and a good listener.

Good luck and remember you are never alone, you have along list of resource people trained to help you.

Sincerely,

Nikki Lovell
K-12 Curriculum Coordinate
Prevention Specialist

Paula Hachmeister
Prevention Specialist

NATURAL HELPER

What Is the Role of the Natural Helper?

A natural helper is a person who cares about other people and talks with them about their thoughts and feelings. Though training in communication skills, decision-making, self-assessment and resources for help, natural helpers promote personal growth, development and decision-making through their helping relationship.

A NATURAL HELPER DOES:	A NATURAL HELPER DOES NOT:
Facilitate TRUST, OPENNESS, COMFORT, EMPATHY	Dominate, preach, tell people what to do
Accept people as they are	Judge people, try to change them
Listen, clarify, help people see alternatives for decision-making	Give advice, offer solutions
Give support and encouragement to take positive action	"Rescue," do for a person what he/she should do independently
Validate people without being phony	Put people down
Respect confidentiality	Gossip about what was said in working with another person
Realize that not all problems can be solved and not all people want to be helped	Expect all problems to be resolved quickly and easily
Work with people who have normal developmental ("growing up") problems	Work with seriously disturbed people
Refer troubled student to a professional person: counselor, nurse, community agency	Attempt to provide services beyond what he/she qualified to provide

Adapted from:

Myrick, Caring & Sharing
Center for Human Development, Positive Peer-Power

A FENCE OR AN AMBULANCE

'TWAS A DANGEROUS CLIFF, as they freely confessed,
Though to walk near its crest was so pleasant
But over its terrible edge there has slipped
A duke and full many a peasant.
So the people said something would have to be done,
But their projects did not at all tally;
Some said, "Put a fence around the edge of the cliff,"
Some, "An ambulance down in the valley."

But the cry for the ambulance carried the day,
For it spread through the neighboring city;
A fence may be useful or not, it is true,
But each heart became brimful of pity
For those who slipped over that dangerous cliff;
And the dwellers in highway and alley
Gave pounds or gave pence, not to put up a fence,
But an ambulance down in the valley.

"For the cliff is all right, if you're careful," they said,
"And, if folks even slip and are dropping,
It isn't the slipping that hurts them so much,
As the shock down below when they're stopping."
So day after day, as these mishaps occurred,
Quick forth would these rescuers sally
To pick up the victims who fell off the cliff,
With their ambulance down in the valley.

Then an old sage remarked: "It's a marvel to me
That people gave far more attention
To repairing results than to stopping the cause,
When they'd much better aim at prevention."
"Let us stop at its source all this mischief, "cried he,
"Come neighbors and friends, let us rally;
If the cliff we will fence might almost dispense
With the ambulance down in the valley."

"Oh, he's a fanatic," the others rejoined,
"dispense with the ambulance? Never!
He'd dispense with all charities, too, if he could;
No! No! We'll support them forever.
Aren't we picking up folks just as fast as they fall?
And shall this man dictate to us? Shall he?
Why should people of sense stop to put up a fence,
While the ambulance works in the valley?"

But a sensible few, who are practical too,
Will not bear with such nonsense much longer;
They believe that prevention is better than cure,
And their party will soon be the stronger.
Encourage them then, with your purse, voice, and pen,
And while other philanthropists dally,
They will scorn all pretense and put up a stout fence
On the cliff that hangs over the valley.

Better guide well the young than reclaim them when old,
For the voice of true wisdom is calling,
"To rescue the fallen is good, but 'tis best
To prevent other people from falling."
Better close up the source of temptation and crime
Than deliver from dungeon or gally;
Better put up a strong fence 'round the top of the cliff
Than an ambulance down in the valley."

Joseph Malins

QUESTIONS I CAN ASK MYSELF

HOW CAN I CREATE A HELPING RELATIONSHIP?

1. Can I be in some way which will be perceived by the other person as trustworthy, as dependable or consistent in some deep sense?

2. Can I be expressive enough as a person that what I am will be communicated unambiguously?

3. Can I let myself experience positive attitudes toward this other person--attitudes of warmth, caring, liking, interest, respect?

4. Can I be strong enough as a person to be separate from the other?

5. Am I secure enough within myself to permit him his separateness? Can I permit him to be what he is--honest or deceitful, infantile or adult, despairing or overconfident? Can I give him the freedom to be? Or do I feel that he should follow my advice, or remain somewhat dependent on me, or mold himself after me?

6. Can I let myself enter fully into the world of his feelings and personal meanings and see these as he does? Can I step into his private world so completely that I lose all desire to evaluate it or judge it? Can I so enter into it so sensitively that I can move about in it freely, without tramping on meanings which are precious to him? Can I catch not only the meanings of his experience which are obvious to him, but those meanings which are only implicit, which he sees only dimly, or as confusions? Can I extend this understanding without limit?

7. Can I be acceptant of each facet of this other person which he presents to me? Can I receive him as he is? Can I communicate this attitude?

8. Can I act with sufficient sensitivity in the relationship that my behavior will not be perceived as a threat?

9. Can I free him from the threat of external evaluation?

10. Can I meet this other individual as a person who is in process of becoming, or will I be bound by his past and by my past?

Carl Rogers

BURN OUT

IS THIS YOU?

Burnout. What is it? A faddish catchword? A new status symbol? Time magazine recently called it "a syndrome verging on a trend." And though the word has the potential of becoming meaningless jargon, many professionals are recognizing burnout as a serious disorder.

It is most obviously manifested in loss of energy-physical, emotional, or both. A person doing what she always thought she wanted to do finds that she is exhausted, bored, restless and apathetic. She may have typical stress-related physical problems- headaches, insomnia, indigestion. She is probably irritable, unproductive, and frustrated with herself.

While stress is nothing new, the incidence of burnout is a characteristic of our times. Its primary causes are unrealistically high expectations and our failure to realize them. Especially hard hit are high achievers who continually try to surpass last year's best and those in "people work" who deny their own needs and feelings for the good of those they serve.

Burnout is progressive. Its early stages are marked by occasional depression or loss of enthusiasm. If it is not curbed, burnout leads to a deeper feeling of alienation, physical illnesses, and eventually profoundly incapacitating hopelessness.

Burnout is also contagious. One person who has lost a sense of meaning of life can easily drag down others who have shared their idealism.

Fortunately, burnout can also be prevented. People who are burnout prone (probably 85-90% of peer leaders qualify) can practice these strategies:

-Set realistic goals

-Express your feelings to people who care

-Eat right

-Get enough sleep

-Exercise regularly

-Recognize the symptoms of burnout

-Take a break when you need it

-Let time off be less structured, more relaxing

-Be careful when making commitments to retain some personal autonomy and control of your time and energy

-Pat yourself on the back frequently

-Fill your life with nurturing people and activity

-Practice living in the here and now

The answers are both simple and profound. As burnout prone volunteers we will do well to heed them.

Laurel Van Ham
J.L. Lincoln, Neb.

PERSONAL STRESS ATTACK SHEET

1. List your specific stressors.

People: (Who are they and why do they cause stress?)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Activities: (What are they and why do they cause stress?)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Time Deadlines: (Which ones and why?)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Money: (Be as explicit as possible.)

Personal Worries: (What are they about?)

2. Prioritize (rank.)

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

3. Number one priority: _____

Analyze:

How is this stress affecting you? Be as explicit as possible.

A. Physically _____
B. Mentally _____
C. Personal Life _____
D. Work World _____
E. Other _____

4. Brainstorm. List ALL the possible solutions. List even those things which seem impractical or impossible. The idea is to think of every possible solution.

5. Resolve to do something; set your time frame. When?

STRESS

Personal Action Plan

PROBLEM: My main stressors are: (People, Places, Things that cause me the most stress)

BE SPECIFIC

1.

2.

3.

4.

5.

RESULT: For me, the consequences of stress are: (What negative things happen to my mind or body or are exhibited in my behavior?)

BE SPECIFIC

1.

2.

3.

4.

5.

RESOURCES: What I can do to lower my stress (List specific techniques that may be used or activities that may be begun.)

1.

2.

3.

4.

5.

OBSTACLES: The potential barriers that might prevent me from doing something new to take control of my stress are:

1.

2.

3.

4.

5.

FIRST STEP: To overcome my barriers and get on with it I will begin (When?) _____ by doing:

_____

_____

_____

_____

_____

_____

_____ _____

Date _____

THE "WHAT-IF" GAME

"What would you do if..." is a question that allows a child to think about new situations and to work out good responses in advance. The game is also a way for parents to learn what their children are thinking and to pass along their own values and opinions to their children.

Imagine the following situations. What would you do?

* Your classmates are making fun of a new kid at school.
* The boy who sits next to you in arithmetic asks you for the answers to the homework.
* A friend teases you because you don't own a pair of "in" blue jeans.
* You're with a group of kids who decide to break into the empty building down the block.
* Your best friend offers you some marijuana.
* Mr. Smith offers to drive you home and you think he's been drinking.
* You are really tired, but your friend dares you to swim across the lake.

As you discuss possible strategies, be sure to hear your children out, and then offer your own comments: "I think that would be a very good way to handle the situation," or "I think what I might do would be to...," or "Another thing to try might be to..."

Could this "What If?" game be adapted to elementary or junior high as a prevention project?

A real problem for young people is how to get out of a sticky situation without losing face. They may want to avoid doing something, but they may not have developed the skills to say "no" without feeling they have damaged their standing with their friends.

Young people should know their position on drug use before a situation arises. Here is where parents, both as role models and role play participants, can be especially helpful. Choose an appropriate time after playing the What-If game to focus on the question, "What would you do if your best friend offered you some marijuana?" Youngsters who don't smoke, and who have facts to back up their stand, find it easier to withstand peer pressures. But they also need strategies for refusing to bow to pressure. Here are some strategies:

* Assertiveness: A firm "No Thanks" without an explanation or apology.

* Humor: A quick answer that ends the conversation: "No I don't smoke. I'm not a chimney."

* Delay: Sidestepping the issue in the hope that it won't come up again. Mentioning being late for an appointment changing the subject, or simply saying, "No thanks, I'm not in the mood now."

* Friendship: Questioning the friendship if keeping it means doing something they don't want to do: "Do I have to do it to be your friend?"

* Buddies: Agreeing with a good friend beforehand to back each other up in saying "no." The one who is asked to smoke can say "no," knowing that the other will decline too.

* Parents: Using them as an excuse: "No thanks, my parents would kill me."

KNOWING THE LAWS

This chapter contains a brief summary of some of the criminal laws in Weber County, Utah dealing with alcohol and drugs. Included are statutes which apply to both minors and adults and laws which regulate activities prohibited for minors only. Also included is information on truancy, curfew, child abuse and neglect laws, rape and action the Juvenile Court can take.

ALCOHOL VIOLATIONS

A. Anyone who wells or gives an alcoholic beverage to someone under 21 is guilty of a Class A misdemeanor.

B. Anyone under 21 who purchases, drinks, or has in his/her possession any alcoholic beverage is guilty of a Class B misdemeanor. This includes in your car, at a party, etc.

C. Anyone under the influence of liquor to a degree that he/she may endanger himself/herself or others in a public place or private place where he/she unreasonably disturbs others may be guilty of a Class C misdemeanor.

D. Anyone under 21 who misrepresents his/her age or knowingly misrepresents the age of another under 21, for the purpose of obtaining an alcoholic beverage, is guilty of an infraction.

E. First offense alcohol citation. The juvenile has the following options:

1. Admit and pay a $40.00 fine.

2. Admit and work 13-14 hours for subdivision of government.

3. Admit and pay a $40.00 tuition and attend the Parent and Teen Alternatives Program provided through the Weber Department of Alcohol and Drug Abuse. After you complete the program the charge is dismissed.

Second offense alcohol citation.

1. Child and parents meet with a probation officer for a 1 hour interview.

2. The matter is set for court and usually the fine is doubled to $80.00.

3. If the Parent and Teen Alternatives Program has not been tried, then the court will usually order that child and parents to attend.

4. If during the interview it is determined that the child has an alcohol or drug problem, it is usually recommended that the court order the child into treatment at the Weber Department of Alcohol and Drug Abuse or another appropriate agency.

Third offense alcohol citation and subsequent violations.

1. The fine is now $120.00 and treatment is ordered.

DRIVING UNDER THE INFLUENCE OF ALCOHOL AND/OR OTHER DRUGS (DUI)

On August 1, 1983, the following went into effect: Amendment to the Utah Code Annotated 1953 (41-2-) as passed by the 1983 Utah Legislature (House Bill 142).

1. It is unlawful and punishable as provided in this section for any person with a blood alcohol content of .08% or greater by weight, or who is under the influence of alcohol or any drug or the combined influence of alcohol and any drug to a degree which renders the person incapable of safely driving a vehicle, to drive or be in actual physical control of a vehicle within this state. The fact that a person charged with violating this section is or has been legally entitled to use alcohol or a drug does not constitute a defense against any charge of violating this section.

The following consequences could occur if convicted of DUI:

First Conviction:

1. 60 days to 6 months in jail and/or $299.00 fine.
2. Driver's license suspended 90 days.
3. 48 consecutive hours 10 days in jail or 2-10 days work in a community service program, and
4. Participation in assessment and educational series at a licensed alcohol rehabilitation facility,

Second Conviction:

1. Same as above.
2. Driver's license revoked for 1 year.
3. Same as above except 10-30 days work in a community service program.
4. Same as above plus discretionary court-ordered treatment.

Third Conviction:

1. Same as above except judge cannot suspend either the days or the fine.
2. Same as above
3. 30-90 days in jail or community service program work.
4. Mandatory court-ordered treatment at a licensed alcohol rehabilitation facility.

TOBACCO VIOLATIONS (usually not well enforced)

A. Anyone under 19 who buys, accepts, or has in his/her possession tobacco in any form is guilty of a Class C misdemeanor.

B. Anyone selling or giving tobacco to someone under 19 is guilty of a Class C misdemeanor.

C. Any one who operates a business who knowingly allows a person under 19 to use any form of tobacco on the premises is guilty of a Class C misdemeanor.

INHALING FUMES - PSYCHOTOXIC CHEMICAL VIOLATIONS (misusing glue, gasoline, and similar intoxicants)

A. Anyone who smells or inhales the fumes of a psychotoxic chemical possesses or purchases one for the purpose of getting high is guilty of a Class B misdemeanor.

B. Anyone who provides another person with a psychotoxic chemical for the purpose of getting high is also guilty of a Class B misdemeanor..

CONTROLLED SUBSTANCE (DRUG) VIOLATIONS

The Utah State Legislature passed an act Called the "Utah Controlled Substance Act," Statute 58-37-1, which defines what a controlled substance is and provides for the regulation of the manufacture and distribution of "controlled substances."

These controlled substances are drugs that have been put into five categories:

1. Opiates and derivatives, such as heroin and morphine; and hallucinogens, such as LSD, marijuana, mescaline, peyote, and PCP (angel dust).

2. Chemical and opiate extracts and derivatives, such as cocaine, speed, and quaaludes.

3. Chemical compounds, such as stimulants and depressants.

4. Chemical compounds, such as phenobarbitals, Valium and Darvon.

5. Other chemical compound with less quantities of the above-mentioned drugs, such as codeine.

GENERALLY, penalties for violations of laws pertaining to the above-mentioned drugs, decrease as you go down the list of five categories. For example, misuse of drugs in category 1 might subject you to a jail term, while misuse of drugs in category 5 may only get you a fine.

SPECIFIC VIOLATIONS

1. The first type of violation generally involves producing or possessing a controlled substance for the purpose of distributing it.

2. The second type of violation includes possession for consumption, allowing the use of a controlled substance in your home, car, boat, etc., presence where a controlled substance is being used, and unlawful prescription of a controlled substance.

3. The third type of violation usually involves industrial violations in the manufacture and distribution of controlled substances.

4. The fourth type of violation is distribution of a controlled substance to persons under 21 years of age, for value.

Possession, selling, or purchasing paraphernalia that could be related to drug use is a misdemeanor offense.

TRUANCY

Utah law requires students to attend school until the age of eighteen. Only a District Board of Education can release a child from school attendance and then not until he/she is sixteen. School authorities and parents are required to make earnest and persistent efforts to eliminate attendance problems. If these efforts fail, a referral can be made by the school district to Juvenile Court.

A Juvenile Court Judge has the authority to order a child releases from mandatory attendance if the child is over 14 and under 16.

Juvenile court processes all truancy referrals after schools have already made an earnest and persistent effort to correct truancy problems.

The child is usually brought before the judge on a truancy charge and the penalty is usually 1 hour of work for a subdivision of government for every 1 hour of class missed. Repeat truancy offenders are sometimes ordered to spend a weekend in detention for violation of a court order. On almost all truancy cases, the child is court ordered to attend school on a regular basis and if that order is violated, the child can be sent to detention. Court will review all truancy cases at a later date to review progress and attendance.

RUNAWAYS AND UNGOVERNABLES

A person 17 years of age or under who leaves home with the intention of "running away" is a "runaway." A person 17 years old or younger who continually fails to comply with the reasonable and lawful requests of parent, guardian, custodian of school authority to the point that they are beyond their control may be designed "ungovernable."

It is not against the law to be a runaway or ungovernable. However, after the Division of Family Services is involved and has made an earnest persistent effort to correct the problem, and they can meet a 7 point criteria showing what efforts have been made, juvenile court can then file a petition and have the child before the court on an ungovernable charge. However, the Division of Family Services always attempts to handle these without court action with voluntary cooperation of the family.

Division of Family Services
385-24th Street
Ogden, Utah 84401
621-8370

CURFEW (often not enforced)

In Weber County, the established curfew ordinance prohibits minors to be on the public streets or in any public place between 12 p.m. and 5 a.m. The curfew for minors age 14-17 is extended to 1 a.m. during daylight savings time (April - October). Exceptions are made when the minor is accompanied by a parent or other adult having care and custody of the minor or when the minor is engaged in some legitimate pursuit or occupation.

CHILD ABUSE AND NEGLECT

In Utah, failing to report incidents of child neglect or abuse (including sexual abuse) is a misdemeanor punishable by fine and/or imprisonment. As reports can be anonymous and are confidential, all suspected incidents should be reported to either the utah State Division of Family Services (during the day at 621-8270 and after hours at 399-1371 or to the Police Department.

Adults who give alcohol or illicit drugs to minors are considered to be abusing children in Utah, and can be reported as such to the agencies noted above.

WHAT THE JUVENILE COURT CAN DO

The Juvenile Court has the authority to deal with cases involving persons under 18 years of age or younger, or persons 18 and over who are under continued jurisdiction of the Court or committed the offense prior to their 18th birthday.

The penalties for "children" (a male or female under 18) who violate federal, state, or municipal laws are not the same as the penalties for "adults" (a male or female 18 or older) who violate the same law. However, the Juvenile Court has broad, discretionary powers that courts dealing with adults offenders don't have, and can order virtually anything that they feel is in the best interest of the child or for the protection of the public.

POSSIBLE COURT ACTION

1. Placing a child on probation or under protective custody at home.
2. Placing a child in legal custody of a relative or other suitable person.
3. Placing a child in the legal custody of the Utah State Division of Family Services or other public agency.
4. Committing a child to the custody of the State Division of Youth Corrections for secure confinement or supervision, i.e., to the Millcreek Youth Center for placement in residential and/or community-based programs for treatment or for short-term evaluation.
5. Ordering the child responsible for replacing, repairing, or otherwise making restitution for damage done by the child.
6. Ordering the child to pay a fine or work the fine off if they are unable to pay.
7. Ordering parents and child to attend mental health schools (on drugs or shoplifting) and/or pay a fine.
8. Ordering parents and child to attend truancy schools and/or pay a fine.
9. Termination ALL parental rights.
10. Certification of a minor to be tried as an adult.
11. Ordering a child into counseling with the appropriate agency or person.

Weber Department

of
ALCOHOL AND DRUG ABUSE
2650 Lincoln Avenue
Ogden, Utah 84401
(801) 625-3650

SERVICES AVAILABLE:

Alcohol and Drug Treatment

Residential Change

Outpatient

Aftercare Program

Social Detoxification

Information and Referral

Education, Prevention & Training

Methadone Treatment

Driving Under the Influence

Parent/Teen Alternative School

Developing Capable Young People

Public Inebriate

Licensed by State of Utah

24 Hour Emergency Coverage

Speakers Bureau

Children of Alcoholics Support Group

After Care Support Group

Intervention Programs

D.U.I. QUIZ

(DUI = "Driving Under The Influence")

T F 1. I can't be convicted of a D.U.I. if I'm not drunk.

T F 2. In Utah, if your blood alcohol content (B.A.C. is .08% or above, you are presumed intoxicated.

T F 3. People arrested for D.U.I. in Utah are usually close to the "per se" blood alcohol limit of .08%.

T F 4. An out-of-state driver arrested for a D.U.I. while driving in Utah is handled quite differently than a Utah driver.

T F 5. You can only get a D.U.I. while driving on the highways and roads in Utah.

T F 6. If you are arrested for a D.U.I. in Utah, your car is impounded.

T F 7. Utah's D.U.I. law deals only with alcohol and driving.

T F 8. Utah's "Implied Consent" law means that if you drive at all in Utah, you have already given your consent to be tested for driving under the influence of alcohol.

T F 9. You have the right to pick which chemical test you wish to take.

T F 10. You have the right to have an attorney present before taking any chemical test or tests to determine your blood alcohol content.

T F 11. Those convicted of a D.U.I. lose their driver's license for a year.

T F 12. Those convicted of a D.U.I. may only apply for a limited or restrictive driver's license in case of proven hardship or work requirements.

T F 13. Being convicted of a D.U.I. will cost you $299.00.

T F 14. If your attorney gets your D.U.I. reduced to "reckless driving", the penalties are far less severe.

T F 15. You have to drink the <u>whole</u> bottle of alcoholic beverage or leave it at the bar, because Utah's Open Container law won't allow you to take it with you.

T F 16. Utah's D.U.I. laws and penalties are unusually harsh and severe.

T F 17. You may be found liable for damages for injuries caused by a person to whom you furnished alcohol or allowed to consume alcohol.

T F 18. Traffic accidents are the leading cause of death among those under the age of 53, and the fifth leading cause of death in the United States.

T F 19. More than half off all traffic deaths are alcohol related.

T F 20. More law enforcement emphasis should be placed on violent criminals and not on hassling law abiding citizens who drink.

1. FALSE Utah's D.U.I. Law no longer deals specifically with being intoxicated, or "drunk". It is concerned with impairment, or not being able to function as well as normal. Scientifically, it is easily proven that everybody is significantly impaired when their B.A.C. (Blood Alcohol Concentration) is at .081. Many people are significantly impaired at well below .08% B.A.C. and may be found guilty of D.U.I.

2. FALSE The old law said "presumed intoxicated". The 1983 state legislature amended the D.U.I. law. As of August 1, 1983 it is unlawful to be in physical control of a vehicle in this state with a B.A.C. of .08% or greater. This is a "per se" law. "Per se" means "by itself". This now means that "by itself" (per se) a B.A.C. of .08% or greater is enough to convict you of a D.U.I.

3. FALSE The average B.A.C. FOR ARRESTS IN UTAH IS .17%. Over double the legal limit.

4. FALSE An out-of-state driver faces all the same procedures, implied consent, presumptions, and punishments as a Utah Driver. In addition, Utah notifies the home state of the arrest and conviction for D.U.I. in Utah. Most states,including Utah, treat a driver who gets a D.U.I.I in another state just as if they got it in the home state.

5. FALSE The law says a motor vehicle constitutes any self-propelled vehicle, and is not limited to any automobile, truck, van, motorcycle, train, engine, watercraft, aircraft, motor boat, vessel, water skis, aquaplane, or similar device, or any recreational vehicle (76-5-207(3), 41-22-14, 73-18-12(2)) "Violators shall be subject to all procedures, implied consent, presumptions, and punishment provisions of the Motor Vehicle Act..."

6. TRUE If you are arrested for a D.U.I., "The officer shall seize and impound the vehicle." (41-6-44.30) No exceptions are stated pertaining to from where the vehicle may or may not be impounded.

7. FALSE Utah's law says "under the influence of alcohol, or any drug or the combined influence of alcohol and any drug." This includes street drugs, prescription drugs, and over-the-counter drugs.

8. TRUE "Any person operating a motor vehicle in this state shall be deemed to have given his consent to a chemical test or tests of his breath, blood, or urine for the purpose or determining whether he was driving or in actual physical control of a motor vehicle...while under the influence of alcohol, any drug, or combination of alcohol and any drug. (41-6-44.10(1))

9. FALSE "A peace officer shall determine which of the aforesaid tests shall be administered."

10. FALSE ". . . The person to be tested shall not have the right to consult an attorney...or other person as a condition for the taking of any tests." (41-6-44.10(7))

11. FALSE Those convicted of a D.U.I. have their driving privilege suspended, or held, for 90 days. However, If a person refuses to take a blood alcohol test, their license is destroyed and their driving privilege is revoked for one year.

12. FALSE For those convicted of a D.U.I. under the new law, there are absolutely NO provisions for any kind of limited drivers license for any reason whatsoever. You absolutely lose your privilege to drive for 90 days.

13. FALSE — The average cost of a D.U.I. in Weber County for a first time conviction, not counting lost work, possible wrecked auto expenses, and possible medical costs is over $3,000.00.

14. FALSE — A D.U.I. reduced to reckless driving is listed officially as "Alcohol Related." As such, all the same fines and penalties are required.

15. FALSE — Utah's Open Container law (41-6-44.20) prohibits any open container whatsoever containing alcohol or one with the seal broken to be transported in the passenger compartment including the utility or glove compartment. However, it does not include a separate front or trunk compartment, or other area of the vehicle not accessible to the driver or passengers while inside the vehicle.

16. ? (Your most severe or costly in the U.S. Decision) — While Utah's D.U.I. laws are serious and strictly enforced, they are not the Several other states have now dropped their Decision) illegal B.A.C. level down from .10% to .05%. Most states' basic fine is much higher than Utah's. Many states have additional penalties much more costly than Utah's. In one state, the surcharge to get your suspended driver's licence back is $3,000.00 all by itself.

17. TRUE — Utah, like 35 other states st this time, has enacted a "Dram Shop" law. (32-11-1) That law says that any person who gives, sells, or otherwise provides intoxicating liquor to another is liable for injuries in person, property, or means of support to any third person injured by the intoxicated person. Nationally, these laws have been tested, found constitutional, and substantial damages awarded. In some cases, even jail sentences have been imposed.

18. TRUE — Report recently released by the U.S. Department of Health and Human Services.

19. TRUE — Report released by the National Highway Traffic Safety Administration.

20. ? (Your Decision) — Two and a half times as many people are killed in Utah by drunk drivers than ALL the homicides from ALL causes in the state.

a. 1980 - 135 alcohol related traffic deaths vs 55 total homicides.

b. One out of every two Americans will be involved in an alcohol related auto crash in his or her lifetime.

SIX MAJOR DRUG CLASSIFICATIONS

I. DEPRESSANTS - Sedation and hypnosis

II. STIMULANTS - Stimulation of mental and physical process

III. NARCOTICS - Pain relief

IV. PSYCHEDELICS - Consciousness-alteration

V. MARIJUANA - Combination of all of the above

IV. INHALANTS - Mind altering vapors

OVERVIEW OF CLASSIFICATION SYSTEM

I. DEPRESSANTS

- A. Alcohol
- B. Proprietary drugs
  - 1. Tranquilizers
  - 2. Sedatives - hypnotics
    - a. Barbiturates
    - b. Non-barbiturates

II. STIMULANTS

- A. Amphetamines
- B. Cocaine
- C. Nicotine and Caffeine

III. NARCOTICS

- A. Opium
- B. Opiates
  - 1. Morphine, Heroin
  - 2. Codeine
- C. Opioids

IV. PSYCHEDELICS

- A. Serotonin (LSD)
- B. Norepinephrine (Mescaline)
- C. Psychedelic Anesthetics (PCP)

V. MARIJUANA

- A. Plant Material - Marijuana
- B. Resin - Hashish
- C. Derivatives - THC

VI. INHALANTS

- A. Solvents
- B. Aerosols
- C. Anesthetics

THE SIGNIFICANT SEVEN

By H. Stephen Glenn

HIGH-RISK KIDS PERCEIVE:	"CAPABLE" KIDS PERCEIVE:
1. that they are unable to learn from others who may serve as role models.	that they are able to deal with life capably as they see others do.
"I don't know why these things keep happening to me. Can you tell me about it?	"I am a capable person who can find my own direction when I need to."
2. that they're not a part of relationships; with family, friends, spiritually and with mankind.	that they are important to relationships greater than themselves.
"It doesn't matter if I join in the family activities anyway."	"I can make important contributions to things greater than myself."
3. that there are "instant" solutions to their problems.	that they have the power to make changes in their lives.
"It's OK for me to smoke a "joint" to relax."	"I can solve problems and effect what happens to me."
HIGH-RISK KIDS ARE:	"CAPABLE" KIDS ARE:
4. ones who look to their environment to control their behavior.	self-disciplined.
5. ones who have difficulty sharing, relating and negotiating with others.	able to communicate feelings; good listeners and able to relate well to others.
6. ones who have difficulty performing as expected in a structured environment, such as school.	able to evaluate a situation and decide on responsible behavior.
7. ones who make poor decisions.	ones who demonstrate good judgement skills.

DEPRESSANTS

I. EFFECTS - Reduce tension and anxiety, gradual loss of motor coordination, lower inhibitions, increased feelings of self-esteem.

II. EFFECTS OF OVERDOSE - Respiratory depression - death; Characteristics - normal shock syndrome, weak, rapid pulse, cold, sweaty skin.

III. MOST COMMON TYPES

A. Alcohol
B. Tranquilizers: Librium, Valium, Miltown
C. Barbiturates:
Phenobarbital - long acting . . . 24-28 hours
Amytal - intermediate acting . . 6-12 hours
Seconal - short acting . . . . . 4-6 hours
Nembutal - short acting . . . . . 4-6 hours
Tuinal - short acting . . . . . 4-6 hours
Phenaphen.

VI. SLANG TERMS - Mickey Finn, Knockout Drops, Peter, Goofballs, Downers, Red Devils, Candy, Peanuts, Yellow Jackets, Yellows, Reds, Nimble, Barbs.

STIMULANTS

I. EFFECTS - Reduces fatigue, increases energy, improves concentration, mild sense of indestructibility.

II. EFFECTS OF OVERDOSE - Restlessness, dizziness, assaultiveness, chest pains, nausea, convulsions, coma.

III. MOST COMMON TYPES - Benzedrine, Dexedrine, Eskatrol, Methedrine, Preludin, Desoxyn (crystal), Cocaine.

IV. SLANG TERMS - Dexies, Hearts, Footballs, Bennies, Cartwheels, Skyrockets, Business man's Trip, Uppers, Speed, Bombido, Pep Pills.

Cocaine - Dust, Flake, Snow, Happy Dust, Girl

*Note - "Free Base" is a form of cocaine which is made by chemically converting "street" cocaine and hydrochloride to a purified, altered substance that is then more suitable for smoking.

NARCOTICS

I. EFFECTS - Relieves pain and coughing, counteracts diarrhea, produces euphoria and exhilarating rush.

II. EFFECTS OF OVERDOSE - Inability to concentrate, lethargy, heavy feeling in arms and legs, itchiness, coma, cold, clammy skin, pinpoint pupils, shallow irregular breathing.

III. MOST COMMON TYPES

A. Opium
Raw Opium, Paregoric
B. Opiates
Heroin, Dilaudid, Demerol, Percodan, Codeine
C. Opiods
Methadone, Darvon.

IV. SLANG TERMS - Morpho, Miss Emma, White Stuff, Junk, Dope, Hard Stuff, Horse, H, Smack, Harry, Sugar, Flea Powder, Lipton Tea, Snow.

PSYCHEDELICS

I. EFFECTS - Perceptual changes - sight, hearing, smell
Conceptual changes - process of forming ideas
Effects of emotion and mood - intensity, tone, restlessness, loss of balance, nausea, vomiting, tension, fatigue, hypersensitivity.

II. EFFECTS OF OVERDOSE - Psychotic episodes, morbid depression, anxiety, manic behavior.

III. MOST COMMON TYPES - LSD, Psilocybin, DMT, Mescaline, STP, PCP, Ketamine Hydrochloride (green).

IV. SLANG TERMS - Pearly Gates, Heavenly Blue, Acid, DMT, Peyote, Buttons, Mushrooms, LSD.

MARIJUANA

I. EFFECTS - Reduces tension, increases self-esteem, feeling of enhanced insight, detachment from one's surroundings, increases appetite.

II. EFFECTS OF OVERDOSE - Personality - lethargy, lack of motivation. Can impair or reduce short-term memory, alter sense of time, reduce ability to do things which require concentration, swift reactions and coordination. The THC in marijuana can remain in the body for up to 30 days.

III. MOST COMMON TYPES - Marijuana, Hashish, THC.

IV. SLANG TERMS - Pot, Grass, Hashish, Joint, Stick, Reefer, Roach, Mary Jane, Texas Tea, Rope, Ashes, Jive, Hay, Loco Weed, Mezz, Ganja, Colombian Gold.

INHALANTS

I. EFFECTS - Nausea, sneezing, coughing, nosebleeds, feeling and looking tired, lack of coordination and loss of appetite, decrease in heart and breathing rate. Decreases blood pressure, exhilarating rush, bad breath.

II. EFFECTS OF OVERDOSE - Loss of consciousness, coma, suffocation.

III. MOST COMMON TYPES -

A. Solvents - model airplane glue, lighter and cleaning fluids, paint, gasoline.
B. Aerosols - paint, hair spray, deodorants, spray products.
C. Anesthetics - halothane, nitrous oxide, nitrate and inhalants.

IV. SLANG TERMS - Snappers, Poppers, Laughing Gas, Locker Room, Rush.

WHY PEOPLE USE/ABUSE ALCOHOL AND DRUGS

HIGH-RISK INDIVIDUALS

1. Low identification with viable role models. This refers to a person's reference group and self-concept. The vulnerable person does not see himself as like (or the same as) people whose attitudes, values, and behaviors allow them to "survive" in their total environment.

2. Low identification with and responsibility for "family" processes. When poorly developed, a person does not identify strongly with things greater than himself (e.g., relationships with other person, in group, mankind, God, etc.) He does not see that what he affects others. This refers to shared investment in outcomes, shared responsibility for achieving outcomes, and accountability to others for behavior.

3. (High) faith in "miracle" solutions to problems. This refers to the skills and attitude necessary to work through problems and believe that they can be solved through application of personal resources. When poorly developed, a person believes that problems have been escaped when he can't feel them (drugs, alcohol, etc.) anyone. He does not believe that there is anything he can do about the present or future, things just happen to him.

4. Inadequate intra-personal skills. This refers to the skills of self-discipline, self-control, self-assessment, etc. Weaknesses in these areas express themselves as: inability to cope with personal stresses and tensions; dishonesty with self, denial of self, inability to defer gratification, etc.

5. Inadequate inter-personal skills. This refers to the ability to communicate, cooperate, negotiate, empathize, listen, share, etc. Weaknesses in these areas express themselves as dishonesty with others, lack of empathic awareness, resistance to feedback, inability to share feelings, give or receive love or help, etc.

6. Inadequate systematic skills. This refers to the ability to respond to the limits inherent in a situation (responsibility), the ability to adapt behavior to a situation in order to get one's needs met (adaptability) constructively, etc. Weaknesses in these areas express themselves as irresponsibility, refusal to accept consequences of behavior, scape-goating, etc.

7. Inadequate judgmental skills. This refers to the ability to recognize, understand and apply relationships. Weaknesses in this area express themselves as crises in sexual, natural consumer and drug environments, repetitious self-destructive behaviors, etc.

SEVEN RULES FOR SUCCEEDING

1. Children should be raised to see themselves as capable and to pattern themselves after capable people. Instead of telling them WHAT to do, help them and direct them to SEE what to do. Above all, provide them with good role models at home, believe in them and treat them with respect. When they are treated with respect and dignity, they will deal with others the same way.

2. Insist on the children being contributing members of the family, in good times as well as bad. They need to feel important, really NEEDED! If kids have been prepared to feel needed before they reach the age of 13, they can resist peer pressure in secondary school. Listen to them and care! Do things as a family group. Give them meaningful roles in the family, not merely chores.

3. Successful children have no strong faith in "miracle solutions." They don't subscribe to instant gratification. They realize that they are responsible for their own actions, responsible for their own decisions. They've learned cause and effect. They know the rules and the results of breaking them. They know from experience that breaking the rules--at home and at school--means that they will accept the consequences.

4. Train them to develop intra-personal skills: self-assessment, self-control and self-discipline. Motivate them to establish priorities for what they need to do before what they want to do. Instead of relying on their parents to anticipate their needs and order them to change their clothes, wash their hands, sit up straight, clean their rooms--motivate them to put their own lives in order.

5. Train them to develop interpersonal skills: listening to others and really hearing what they say, feeling why they say it. Listening, really hearing others, shows respect for others and is closely connected to self-esteem. Television is not help at all in this area because it involves viewers passively or not at all.

6. Successful children have developed good systematic skills for three reasons: (1) They live in homes where positive regard for each other is connected to being, not doing. They are loved and respected because they exist. They are loved and hugged a lot. (2) They recognize that although what they do isn't always good, they themselves are O.K. at all times. (3) They choose what they will do, knowing the consequences.

7. Give them training and experience in making mature human judgments and decisions, based on family moral and ethical values. They will try and test some "no-no" things, but will intelligent judgments about them, usually choosing to avoid such situations.

When children feel in control of their own lives and environments, capable, potent, self-disciplined, important to others and responsible, they settle down. Parents and teachers need to structure the home the school for achievement and discipline and reinforce these accomplishments by the way we teach and treat children.

Present approaches to teaching and curriculum are based on the assumption that children come to school with an adequate base of discipline, judgement, responsibility, and motivation which they obtained elsewhere. We assume that they come from environments where from the age of three, they have had important responsibilities to teach them discipline; an environment filled with natural and logical consequences, cause-and-effect relationships which show them the results of their decisions and actions. We assume that they have developed morals and values which make them

well-established in the foundations of judgement before entering school. We assume that they come from families who need them desperately and love and respect them highly.

Youth need training and apprenticeship for responsibility, discipline and sound judgement. Parents are not to blame for the changes that have weakened the structure of families, but we are responsible for the impact of these changes on ourselves and our children.

Parent educators can best help parents of young children become aware of the need to provide basic training in the concepts of self-respect, self-discipline and responsibility, and in the skills of self-control, communication, cooperation, making sound decisions, and handling different situations in an increasing mature manner. We need to rekindle the American spirit of working positively and responsibly to shape a better life for America's youth.

- Dr. Stephen Glenn

DEALING WITH THE DRUG USE OF YOUR CHILD

Your child is using drugs. You'd like to pretend it isn't happening, but you know it is. The unthinkable must be not only thought about, but dealt with. You feel betrayed, ashamed, angry and afraid.

The first thing you'll need to deal with is your feelings. It isn't that you aren't entitled to some conflicting emotions. It's just that you can't afford to let them complicate the crisis your family is facing. You're going to need a steady heart and hand.

Remember that our kids are living in a different world from the one that existed when many of us were young. Drugs are part of the landscape they've grown up in. The pressures they face to use drugs are strong. Then, too, they've reached the time of life (I'm sure you remember) when kids try things their parents, whose values after all were molded in "the old ways", don't approve. Their need for approval is shifting quite naturally, if a bit prematurely, from their parents to their peers.

Remember also that drug use is no longer a symptom of faulty upbringing, a bad family or bad marriage. It happens to the best of families who are trying to raise their children correctly. You aren't necessarily to blame if your child has a drug problem, but once you know about it, you are responsible to help him or her overcome it.

So cry on your best friend's shoulder, chop wood, seek out a counselor, clean house, take deep breaths, or do whatever it takes to harness your emotions. Don't let hurt and anger drive a further wedge between you and your child. Also don't let your desire to blame come between you and your spouse. Families who cope with drug abuse problems do so together.

Once you've dealt with your own emotions, the next step is to determine the extent of the drug use. How you'll handle your child's situation will depend on how serious you think it to be. For the purposes of this discussion, I've divided drug use into three stages: experimental, regular or fairly frequent use that has not yet caused other serious problems, and heavy drug use that is affecting the youngster's health, personality, education, family relationships or other areas of life.

Dealing With Experimental Drug Use

You obviously wouldn't send a child who's smoked a first joint off to a distant treatment center. Chances are you won't even know about it. If you find evidence of beginning drug use -- perhaps some marijuana seeds or papers or a strange pill or capsule -- you may need do little more than bring it to the child's attention. Mention the specific evidence you have of drug use. Encourage (but don't nag) the child to tell you about it, including why and under what circumstances the drugs were used, and how he or she feels about it.

The youngster may be having mixed or bad feelings that need to be aired. On the other hand, insistent questioning can hamper communication by putting the child on the defensive. don't make your kids feel as if they're on the witness stand. Next, simply tell your child that drug use is a behavior you cannot permit in your family. Mention the health hazards and the danger to physical and emotional development during the adolescent years.

Make sure all your children understand that drug use is off limits for your family. Reaffirm your love and support and the confidence you have in your children. Reassure them also that you don't plan to bug them about the subject. On the other hand, tell them that you understand the

pressures to use drugs are strong and remind them you're available for help and counsel when they need you. Then drop the subject, continuing to keep your eyes and ears open, and to work on your all-around family relationships. If the drug use continues, use one of the methods described below.

Regular or Frequent Drug Use

You may or may not find definite physical evidence (marijuana, pills, drug paraphernalia, and so on) that your child is drifting into regular drug use. Many of the symptoms will be indirect and easy to confuse with the "normal" problems of adolescence. Still, you will want to watch closely if your child suddenly develops a pattern of falling grades, change in personality, listlessness (or hyperactivity), defensive or deceptive behavior, and/or the beginnings of withdrawal from the family. You may notice glazed eyes or smell marijuana (or deodorizer) on the youngster's breath.

If you suspect, but don't have definite evidence of drug use, you may want to approach your child indirectly: "You seem troubled; what can I do to help you?" Remember drugs aren't the only problem young people are plagued by. It's a good idea to arrange for a child to see a doctor to make sure the problem isn't illness. On the other hand, if you're pretty sure drug use is involved, why not ask the kit about it? ("I've noticed these specific symptoms and I have to wonder if you're using drugs of some kind?"

If you are certain there is drug use, tell the youngster that you know about it. Again, give your child an opportunity to air feelings. Express your own feelings without using them as weapons. That is, you might say "I'm worried and confused about your drug use," but not "How do you always manage to make us sick with worry?" Also to be avoided is the "Why are you hurting us like this?" routine. Instead try "We are upset that you may be hurting yourself." If there is disagreement about drug safety, arrange to get information from a source you can both agree upon. Restate or clarify the family rules on drug use. Reaffirm your love and support, along with your determination that the problem be resolved.

Now that the problem is on the table, your family has some options to choose from. There are several ways to deal with intermediate drug use. Those I will describe include professional counseling; a cooperative effort of a parent peer group; a program in which an individual parent or set of parents directly supervises the child's life for awhile; and a method based on a family problem-solving technique.

When Is Professional Treatment Needed?

There are at least four situations in which I think professional treatment should be considered:

1. When a school counselor, law enforcement official, or other authority recommends it. (If you don't agree with the official's assessment, get a second professional opinion.)

2. When drug use is causing other problems such as falling grades, truancy, withdrawal from family life, poor health or other troubling changes.

3. When family relationships are strained or broken.

4. When you have doubt about your own ability to handle your child's drug use. (In this case, it may be most effective to get help for yourself.)

Over and over, drug counselors stress the importance of getting help early. Drug problems are much easier to treat before they're out of hand. Even if you choose one of the do-it-yourself methods for helping your child overcome drug use, you'll benefit from help and support for yourself. Many drug treatment and prevention agencies offer assistance to parents trying to cope with their children's drug use . . . Your clergyman, local parent group, or a family therapist also may be helpful . . .

Reprinted from STEERING CLEAR

Helping Your Child Through the High-Risk Years

by Dorothy Cretcher, Winston Press (1982)

All children are growing up in an environment that exposes them to drugs, and the pressures to experiment with them are intense. Parents are a child's main defense against these pressures. Parents need to recognize that they are up against powerful social and economical forces. Most parents with teenagers grew up in a pre-drug era; therefore, they need to prepare themselves to recognize signs and symptoms of drug use.

How to evaluate the following evidence:

Don't rely on any single piece of evidence. Short of discovering your child in possession of and using drugs face to face, you will need to identify several of the many possible indicators. Remember that the teen years and the onset of adolescence is a difficult time. Behavior that is normal for adolescents might be viewed with suspicion if exhibited by an adult.

BE ALERT FOR DRUG USE

Social Evidence

Drop in school work performance, increase in truancy, tardiest, resentment towards teachers, avoiding school work.

Irresponsible driving.

Sudden changes in friends, disdain for former friends, unfamiliar people calling frequently, new hangouts, people coming and going.

New idols, especially drug-using rockstars, affinity for songs with drug lyrics, older kids.

Legal involvement, late hours, traffic violations, assaultive, disrespect for police, eventually arrest for possession/drug use.

Withdrawal from the family, spends a lot of time alone closed in a bedroom or recreational room.

Unpredictable, tries very hard to please one day, offensive the next.

Strong denial that drugs or alcohol are a problem. The person with a problem is usually the last to recognize it or admit it.

Personality or Behavior Changes

Mood alteration, changes or swings in mood from euphoria and gregariousness to irritability, nervousness, or anger - possibly resulting in violence or bizarreness.

Thought patterns change, lack of thoughts, strange thinking, hallucinations, paranoid delusions, suspiciousness, depressed or suicidal thoughts.

Withdrawal, secretiveness, deviousness, vagueness, hypersensitivity, placing room off limits to family.

Lying and manipulation, unreasonable refusal to communicate even in normal conversation, seems angry or hostile, defensive.

Resentment of all authority.

Flagrant disregard for all rules - school, home, legal.

Loss of interest in school, work, athletics, or other activities that were formerly enjoyed.

"Turns off" to talks about alcohol and drugs.

Frequently out late without permission.

Misses meals, has poor nutritional habits.

Lacks self-confidence, sense of humor.

Physical Evidence

Change in activity levels. Period of lethargy or fatigue are common with marijuana, alcohol, sedatives, cocaine, heroin, and PCP. Periods of hyperactivity are common with amphetamines, other stimulants, alcohol and marijuana.

Changes in appetite (increase or decrease) and cravings for certain foods (carbohydrates are common for marijuana) may be accompanied by weight loss or gain.

Lack of coordination, staggering, slow movements, clumsiness.

Altered speech patterns, slurred speech, flat expressionless or fast-talking, forgetting thoughts and incomplete sentences.

Shortness of breath, dry mouth, cough, odor on breath and clothes.

Red, watery eyes, droopy eyelids, glazed look.

Change in sleeping habits, staying up all night, sleeping all day, insomnia, excessive sleeping, refusal to wake up.

Change in appearance, new style of dress, less concern about looks, could be sloppy, unkempt.

Severe agitation, lack of concentration, shaking, hand tremors, nausea, vomiting, sweats, chills, (may be early signs of withdrawal from drugs).

Distortion of perception of time, reaction time sluggish.

Needle tracks, could be hidden by clothing, long sleeves or pants over the backs of the legs.

Household Evidence

Obvious signs like drug paraphernalia (roach clips, strange pipes, rolling papers), bottles or beer cans, baggies full of dead grass, little jars with powder or pills inside in the bathroom, bedroom or garage.

Your prescription drugs, cough syrups, etc., seem to be missing.

Your household liquor supply is dwindling.

Money or household objects that could be converted to cash turn up missing.

Eye drops or deodorizers are found hidden in room or car.

ABOVE ALL ELSE, should you suspect that your child is using drugs, ask yourself the following questions.

1. Why do I think my child is using.
   List the reasons you think your child is using.

2. Do you have a good enough relationship with your teenager to ask him/her directly?

3. If you have any doubts, ask someone you are sure is knowledgeable.

AN EFFECTIVE GROUP

1. Understands its purposes and goals.
2. Makes use of members' abilities.
3. Has a high degree of cohesiveness but does not stifle individual members.
4. Achieves a balance between group productivity and satisfaction of individual needs.
5. Has a high degree of communication and understanding.
6. Is procedurally flexible.
7. Makes effective decisions and has a commitment to those decisions.
8. Is not dominated by leader or any member.
9. Shares leadership responsibilities.
10. Objectively reviews its own processes.
11. Maintains a balance between emotional and rational behavior.

****

NEEDS OF PEOPLE IN GROUPS

1. To feel welcome.
2. To be involved in goal planning.
3. To feel that adopted goals are realistic and reachable.
4. To feel that the group has a greater purpose than just "being".
5. To understand and accept group rules.
6. To know what is expected of her.
7. To have challenging responsibilities.
8. To see evidence of progress.
9. To receive updated information regularly.
10. To have confidence in group leadership.
11. To know "what's going on".

USEFUL BELIEFS FOR LEADERS

Arthur Combs conducted a study of people in the helping professions. He discovered that the difference between ineffective and effective helpers reflects their beliefs about people. Effective helpers believe people are:

* Able, not unable. They can solve their problems
* Friendly, not unfriendly. They expect a reciprocal relationship.
* Worthy, not unworthy. They have dignity that must be respected.
* Motivated internally, not externally. They are creative.
* Dependable, not undependable. They are essentially trustworthy, predictable, and understandable.
* Helpful, not hindering. They are sources of satisfaction and enhancement.

Excerpt from Florida Studies in the Helping Professions, Arthur Combs, Univ. of Florida Social Science Monograph No. 37 (Gainesville, Fl: University of Florida Press, 1969), as printed in PREP for Effective Family Living, Instructional Manual, 13-14.

BRAINSTORMING

If used correctly, brainstorming can be an effective technique for generating ideas to use in identifying needs, setting goals and solving problems. The proven value of this group discussion technique makes it a must for group leaders to understand and use.

Contents - this section: Idea Paper Activity

BRAINSTORMING

WHAT IS IT?

Brainstorming is a technique for generating and collecting a large number of ideas. It is typically used when a group is doing work that requires gathering ideas for goal setting, problem solving, action planning, agenda building, and so on.

HOW DOES IT WORK?

The group identifies a problem or issue that calls for ideas. The group leader then asks all group members to share their ideas. He tells them not to worry about the quality of the ideas. The goal is to generate as many ideas as possible. The group should then follow these ground rules:

1. Do not criticize or evaluate an idea during the brainstorming session.
2. Say anything that comes to mind. Do not worry about the value of the idea.
3. Be brief. A short statement will do.
4. Do not discuss the ideas generated until the brainstorming session has ended.
5. Record all the ideas shared on newsprint or chalkboard (2 or 3 words expressing the idea is often sufficient).
6. The recorder should write down the idea either verbatim or as close to the original statement as possible. Don't editorialize or reinterpret.

   Example:

   Mary: Form task committees for each of our goals.

   Recorder writes down: Task committees for goals.

After the brainstorming, review the ideas in a group discussion. This is the time to apply critical judgement.

BRAINSTORMING

PURPOSE:

To help a group collect ideas. The ideas might be for goals, items for an agenda, alternatives in problem solving, and so on.

To provide members a chance to practice the skill of brainstorming.

TIME:

Varies, usually 10 to 20 minutes.

MATERIALS:

Chalkboard, chalk or newsprint, markers, masking tape.

SUGGESTED USE:

It is recommended that you use this activity at a point during your meeting when you want to generate a lot of fresh ideas.

STEPS	TIPS TO THE LEADER
1. Explain the purpose of brainstorming to the group and review the guidelines.	* Review Idea Paper on Brainstorming (G-1-1) * You might want to copy some key points from the Idea Paper onto newsprint and post before the group. * Be clear and brief in your explanation. * Emphasize the idea that the group must not discuss ideas until they have all been listed.
2. Put up a sheet of newsprint and call for a recorder to write down all ideas.	* Have the guidelines for brainstorming visible to the group. * Encourage participation.
An Alternative Form small groups of four or five to brainstorm. Each group should appoint aa recorder.	* Remain objective. Let group members generate the majority of the ideas.
3. Ask the group members to begin sharing ideas.	* No interruptions during brainstorming; however, questions for clarification are permissible.

List all ideas on the newsprint.

After it appears that all ideas have been listed, check to be sure none have been missed.

- Ask members to listen carefully and not criticize ideas.
- Be sure the recorder writes down what is said, not what he thinks is said.
- Give each member one more chance to share an idea before calling a halt to the activity.
- If necessary, check with the speaker to assure correct recording.
- Do not allow discussion.

4. Go around the group and ask members if they would like any ideas clarified.

- If some look confused during brainstorming, ask if they would like an idea clarified.
- Avoid letting the clarifying phase become a period of arguing about ideas.

5. Move to applying the ideas listed to the group's needs; such as:

- Brainstorming has ended when the group begins the discussion of the ideas.
- Have a plan for what's to follow the brainstorming activity. One common next step is to move to setting *criteria by which one or more of the brainstorming ideas is selected for Action Planning.

* Goal Setting
* Problem Solving
* Action Planning
* Agenda Building

* See glossary for definition of criteria.

Review Idea Paper D-1 in prioritization section for more detailed information.

HOW TO SAY "NO"

(RESISTANCE TO PERSUASION SKILLS)

1. Broken record technique.
2. Give reasons or excuses.
3. Delay your decision.
4. Find a friend who feels the same way you do.
5. Use your credit. (Put the pressure on them.)
6. Avoid the situation.
7. Change the subject.
8. Tell your friend "I have made a decision."
9. Chicken Counterattack.
10. Tell your friends. "I have a right to say no."
11. Use humor.
12. No thanks.
13. Fake it.

WEBER DEPARTMENT OF ALCOHOL AND DRUG ABUSE PREVENTION SERVICES.

HOW TO SAY "NO"

The following seven techniques are effective ways to deal with peer pressure.

A. Recruit a Friend

An ally is one who helps or supports another person. The stronger the friendship you have with a person, the stronger ally they will be.

Examples of Recruiting a Friend:

1. Do you agree with them?
2. Do you think I should try it?
3. What do you think I should do?
4. Do you think they are right?
5. Do you go along with what they want to do?
6. Are you going to smoke?

B. Broken Record

Keep repeating the same short response.

Examples of the Broken Record:

1. No. No. No. No. No. No.
2. Not right now. Not right now. Not right now.
3. No thanks. No thanks. No thanks.
4. I don't want to. I don't want to. I don't want to.
5. I'm not going to. I'm not going to. I'm not going to.

C. Delay

Emphasize that right now is not a good time to drink or smoke. If you work hard at it, you can delay forever.

Examples of the Delaying Techniques:

1. Do I have to decide right now?
2. Do I have to smoke now?
3. Not now, maybe later.
4. I'll try it later.
5. I don't feel like it right now.

D. Say Why You Don't Want To

Tell your friend that you have made a decision not to drink/smoke and explain one or several of the reasons for your choice.

Examples of Reasons for Not Using Substances:

1. I think it stinks.
2. I don't want to get in trouble.
3. I think it's bad for my health.
4. I don't want to spend my money on that.
5. Too many people get hooked on that.
6. I like myself because I don't use that stuff.

E. Avoid the Situation

Think of a way to leave the situation and avoid being confronted with the pressure. When you think that there might be pressure to smoke or drink don't go to that place. If you are in a situation and the pressure is building, leave.

Examples of Avoiding the Situation:

1. I've got to go now.
2. I'm supposed to be home. See you later.
3. I haven't finished cleaning my room, and don't want to get in trouble again. See you tomorrow.
4. I'm just busy right now.

F. Change the Subject

Refuse the offer and change the focus of conversation.

If a friend offers you a cigarette on the way to school, you might say, "No, thanks. What did you watch on television last night?"

Or, you might be at a party and a friend offers you an alcoholic beverage. You might respond by saying, "I don't want any, thanks. Do you want to play a game of pool?"

Examples of Changing the Subject:

1. Did you see that TV show last night?
2. Do you want to play video games?
3. Let's play a little basketball.
4. I'm hungry. Let's get something to eat.

G. Personal Credit

Most members of a group have some things that the group values. What things? Perhaps a person is popular and the group gains stature by having members who are popular. Maybe a member of a group is smart and gets good grades or is a top athlete. A person can have a great sense of humor or maybe even a swimming pool! Within a group setting, these things are called "credits." Research has shown that individuals may use these "credits" to deviate from a group without being "punished" by the group or kicked out!

So, if most in the group smoke and you would like to be a member of the group, but not smoke, you can use your "personal credit card" and thus be allowed to deviate from the group norm without being rejected. How do you do that?

Using a personal credit card is mostly a matter of awareness. If you are aware that you possess something of value to the group, that awareness will allow you to say "no" with confidence in the face of group pressure to smoke.

While some people will have more credits with a group than others, the important thing to remember is that almost everyone has some credit and keeping that in mind is very helpful when one is faced with group norm, they will eventually be rejected. That may be good or bad!

Examples of Appropriate Response:

1. You mean I have to smoke to be your friend?
2. If I have to smoke to be your friend -- then I don't want to be your friend.
3. I like you guys and want to be around you, but not if I have to smoke.
4. No, you shouldn't force me to smoke and I don't really think you want me to do something I don't want to do.

AID FOR GIVING AND RECEIVING FEEDBACK [1]

Some of the most important data we can receive from others (or give to others) consists of feedback related to our behavior. Such feedback can provide learning opportunities for each of us if we can use the reactions of others as a mirror for observing the consequences of our behavior. Such personal data feedback helps to make us more aware of what we do and how we do it, thus increasing our ability to modify and change our behavior and to become more effective in our interactions with others.

To help us develop and use the techniques of feedback for personal growth, it is necessary to understand certain characteristics of the process. The following is a brief outline of some factors which may assist us in making better use of feedback, both as the giver and the receiver of feedback. This list is only a starting point. You may wish to add further items to it.

1. Focus feedback on behavior rather than the person.

   It is important that we refer to what a person does rather than comment on what we imagine he is. This focus on behavior further implies that we use adverbs (which relates to actions) rather than adjectives (which relate to qualities) when referring to a person. Thus we might say a person "talked considerably in this meeting," rather than that this person "is a loudmouth." When we talk in terms of "personality traits" it implies inherited constant qualities difficult, if not impossible, to change. Focusing on behavior implies that it is something related to a specific situation that might be changed. It is less threatening to a person to hear comments about his behavior than his "traits."

2. Focus feedback on observation rather than inferences.

   Observations refer to what we can see or hear in the behavior of another person, while inferences refer to interpretations and conclusions which we make from what we see or hear. In a sense, inferences or conclusions about a person contaminate our observations, thus clouding the feedback for another person. When inferences or conclusions are shared and it may be valuable to have this date, it is important they be so identified.

3. Focus feedback on description rather than judgement.

   The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. The judgments arise out of a personal frame of reference or values, whereas description represents neutral (as far as possible) reporting.

4. Focus feedback on descriptions of behavior which are in terms of "more or less" rather than in terms of "either-or".

   The "more or less" terminology implies a continuum on which any behavior may fall, stressing quantity, which is objective and measurable, rather than quality, which is subjective and judgmental. Thus, participation of a person may fall on a continuum from low participation to high participation, rather than "good" or "bad" participation. Not to think in terms of "more or less" and the use of continuum is to trap ourselves into thinking in categories, which may then represent serious distortions of reality.

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[1] Adapted from lecture materials used in laboratory training by George F. Lehner, Ph.D., Professor of Psychology, University of California, Los Angeles.

5. Focus feedback on behavior related to a specific situation, preferably to the "here and now" rather to behavior in the abstract, placing it in the "there and then".

What you and I do is always tied in some way to time and place, and we increase our understanding of behavior by keeping it tied to time and place. Feedback is generally more meaningful if given as soon as appropriate after the observation or reactions occur, thus keeping it concrete and relatively free of distortions that come with the lapse of time.

6. Focus feedback on the sharing of ideas and information rather than on giving advice.

By sharing ideas and information we leave the person free to decide for himself, in the light of his own goals in a particular situation at a particular time, how to use the ideas and the information. When we give advice we tell him what to do with the information, and in that sense we take away his freedom to determine for himself what is for him the most appropriate course of action.

7. Focus feedback on exploration of alternatives rather than answers or solutions.

The more we can focus on a variety of procedures and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution-which may or may not fit our particular problem. Many of us go around with a collection of answers and solutions for which there are not problems.

8. Focus feedback on the value it may have to the recipient, not on the value or "release" that it provides the person giving the feedback.

The feedback provided should serve the needs of the recipient rather than the needs of the giver. Help and feedback need to be given and heard as an offer, not an imposition.

9. Focus feedback on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give.

To overload a person with feedback is to reduce the possibility that he may use what he receives effectively. When we give more than can be used we may be satisfying some need for ourselves rather than helping the other person.

10. Focus feedback on time and place so that personal data can be shared at appropriate times.

Because the reception and use of personal feedback involves many possible emotional reactions, it is important to be sensitive to when it is appropriate to provide feedback. Excellent feedback presented at an inappropriate time may do more harm than good.

11. Focus feedback on what is said rather than why it is said.

The aspects of feedback which relate to the what, how, when, where, of what is said are observable characteristics. The why of what is said takes us from the observable to the inferred, and bring up questions of "motive" or "intent."

It is maybe helpful to think of "why" in terms of a specifiable goal or goals - which can then be considered in terms of time, place, procedures, probabilities of attainment, etc. To make assumptions about the motives of the person giving feedback may prevent us from hearing or cause us to distort what is said. In short, if I question "why" a person gives me feedback, I may not hear what he says.

In short, the giving (and receiving) of feedback requires courage, skill, understanding, and respect for self and others.

SOME PERSONAL THOUGHTS ABOUT CHANGING

If I'm to change I have to be slower than I like.

I need to give up my "super-person" image ("I can do anything") and be realistic.

I need to stop *wanting* all the time.

I need to follow a set structure and live by it.

I need to give up self-serving "poor thing" depression. Thinking of myself as a victim wastes my time and energy.

It takes me so long to change I can only think of *this* minute of *this* hour. Later I can think about a day at a time and so on.

Changing is painful.

Learning new behavior is hard.

Knowing I *can* do it is important.

Sometimes I think believing I can do what I need and keep away from the old goodies is most important, sometimes not.

And when I need to change and don't want to then I have to concentrate, call for help, stay away from old ideas and people and my old favorite places.

It takes 2 year or more for a change to become part of myself. Maybe I'm slow.

Many small steps and changes have led me to make big changes.

The confidence and controls to change come, believe it or not, from sticking to change.

Trying to pretend I am someone else who can eat, drink or be like someone else, leads me into trouble.

I cannot ignore my unique self, no matter how different I wish it was.

Sometimes I think that I've used up my share of indulgences.

The fear I have of changing and the suffering I'll feel is always worse than the reality.

I think I'll break or fall apart if I don't do my favorite behavior. I might yell, scream, shake, rattle and roll, but I always survive. So I need to remember to just go through it, that I'll make and feel good, too.

Guilt and self-hate that is used to punish me only serves to play another round of whatever my game is. Self-punishment prevents real behavior and attitude change.

Owning my awful self, knowing what I've done, that I've hurt myself and others, how I've used others and tried to destroy parts of myself and making no excuses helps me change.

Others seem to change more easily. I get jealous.

Some people just make up their minds and do what they say, but most of us struggle, fall, then pick ourselves up.

It's easier to change with active support from others.

EXAMPLE

Person: My best friend Jim.

Quality of Relationship: I have known him for 10 years and we spend much time together.

Incident: Jim got so drunk last night that he threw up on his date and I had to drive him home. This is the sixth time this has happened in the last two weeks.

Confrontation Statement: "I have become increasingly upset at your drinking behavior. Every time we've been together in the last few weeks you have drunk so much that you had to throw up and I had to drive you home. The last time you had such a hangover you made me late for school trying to get you up. Your parents are really worried about your drinking and so is your girlfriend. I'm so upset that I can't continue to hang around with you if you keep on like this. What I want you to do is to get some help for your drinking problem and quit drinking."

ADOLESCENT SUICIDE

Based on B.Q. Hafen & B. Peterson's "The Crisis Intervention Handbook", Prentice-Hall, 1982.

Background Information

1. In the 15 to 19 year-old group suicide is the third leading cause of death in the U.S.
2. People from all economic levels, races, and backgrounds commit suicide.
3. More than 90% of the adolescents who attempt suicide feel that their families do not understand them or ignore their feelings.
4. Many adolescents who attempt suicide come from families that stress success and competition to the point where the adolescents feel that they can't "measure up". Their families may also be disorganized due to divorce, separation, or death.
5. Suicide rarely occurs without warning signals.

Warning Signals

1. A dramatic shift in school performance
2. Changes in social behavior
3. Excessive use of alcohol or drugs
4. Changes in daily behavior patterns
5. Extreme fatigue
6. Boredom and/or restlessness
7. Decreased appetite
8. Preoccupation and inability to concentrate
9. Hallucinations, delusions, talking to oneself
10. Giving away treasured possessions
11. Truancy and/or delinquency
12. Failure to communicate with family or school personnel. Instead, the person may choose to talk to a peer
13. Isolation
14. Insomnia
15. Difficult relationship with parents
16. Pregnancy
17. Excessive smoking due to tension
18. A history of child abuse in the home

Assessment of Risk

1. Ask directly whether he/she has thought of suicide.
2. Does he/she have a plan? How well thought out is the plan? Does the plan have a high probability of being lethal if it is carried out (for example, taking an overdose of pills versus using a gun)?
3. Has he/she ever attempted suicide before?

How to Help

1. Listen - Never ignore any threat of suicide. Try to understand completely what he/she is saying and repeat back to him/her, in your own words. What has been said. Take what is said seriously, even if he/she appears calm. Do not try to win arguments about suicide.
2. Evaluate the seriousness of the situation - Use the "Warning Signals" and "Questions for the Assessment of Risk" to evaluate the seriousness.
3. Be strong and supportive - Give the impression that you know what you are doing. Let him/her know that everything will be done to prevent him/her from taking his life. Remind him/her that feelings of depression are temporary. Things will always get better. Share stories or times you have felt depressed in the past. Point out that suicide is permanent and offers no opportunities to work things out.
4. Act in a tangible way - Link the person with other supports, such as a family friend, minister, school counselor, or help-line. Stay with the person until the other helper is available.)
5. Follow-up - Contact the person within a short time period to confirm that help has been received. Find out if more needs to be done.
6. Ask for assistance - Suicide prevention work is difficult and emotionally draining. Use your counselors, fellow peer-counselors, and community resources to stay on top of the situation.

Community Resources

1. Weber County Drug and Alcohol 399-8770

2. Weber County Suicide Prevention Team
   Mental Health 399-8711

3. Poison Control Centers:
   McKay Dee Hospital 621-8240
   St. Benedicts Hospital 479-2375

TWENTY-SIX QUESTIONS: POSSIBLE SYMPTOMS OF ALCOHOLISM ARRANGED IN ORDER OF INCREASING DEPENDENCE

Yes	No		
___	___	1.	Do you occasionally drink heavily after a disappointment, a quarrel, or when the boss gives you a hard time?
___	___	2.	Do you always drink more heavily than usual when you have trouble or feel under pressure?
___	___	3.	Have you noticed that you are able to handle more liquor than you did when you were first drinking?
___	___	4.	Did you ever wake up on the "morning after" and find that you could not remember part of the past evening, even though your friends say you did not pass out?
___	___	5.	Do you try to have a few extra drinks the others will not know of when you are drinking with other people?
___	___	6.	Are there certain occasions when you would feel uncomfortable if alcohol were not available?
___	___	7.	Have you noticed recently that you are more anxious to get the first drink than you used to be?
___	___	8.	Do you sometimes feel a little guilty about your drinking?
___	___	9.	Are you secretly irritated when your family or friends discuss your drinking?
___	___	10.	Have you recently noticed an increase in frequency of your memory blackouts?
___	___	11.	Do you often find that you wish to continue drinking after friends say they have had enough?
___	___	12.	Do you usually have a reason for the occasions when you drink heavily?
___	___	13.	Do you often, when sober, regret the things you have done or said while drinking?
___	___	14.	Have you tried switching brands or following various plans to control your drinking?
___	___	15.	Have you often failed to keep the promises made to yourself about controlling or cutting down on your drinking?
___	___	16.	Have you ever tried to control your drinking by changing jobs or by moving?
___	___	17.	Do you try to avoid your family or close friends while you are drinking?

Yes No

___ ___ 18. Are you having an increasing number of financial and work problems?

___ ___ 19. Do more people seem to be treating you unfairly without good reason?

___ ___ 20. Do you eat very little or irregularly when you are drinking?

___ ___ 21. Do you sometimes have the shakes in the morning and find that it helps to have a little drink?

___ ___ 22. Have you recently noticed that you cannot drink as much as you once did?

___ ___ 23. Do you sometimes lose days at a time?

___ ___ 24. Do you sometimes feel very depressed and wonder whether life is worth living?

___ ___ 25. Do you sometimes see or hear things that aren't there after periods of drinking?

___ ___ 26. Do you get terribly frightened after you have been drinking heavily?

If the answer is "Yes" to any of these questions, possible symptoms of alcoholism are indicated. Yes answers to several questions indicate various stages of alcoholism. Several yes answers to questions #1 through #8 may indicate an early stage; to questions #9 through #21, the middle stage; and to questions #22 through #26, a later stage.

(Source: The National Council on Alcoholism.)

ADVERTISING ANALYSIS CHECK LIST

1. Brand _____

   Type of beverage _____

   Purpose of ad _____

   Appeal to what basic value or need _____

   _____

   Realistic portrayal of life? _____

   _____

   Could another product be substituted for the alcohol? _____

   Will suggested results be achieved? _____

   _____

   Alternatives to meet need suggested in ad _____

   _____

   _____

   _____

2. Brand _____

   Type of beverage _____

   Purpose of ad _____

   Appeal to what basic value or need _____

   _____

   Realistic portrayal of life? _____

   _____

   Could another product be substituted for the alcohol? _____

   Will suggested results be achieved? _____

   _____

   Alternatives to meet need suggested in ad _____

   _____

   _____

   _____

ADVERTISING ANALYSIS INSTRUCTIONS

This will assist participants in filling out the Advertising Analysis Check List by explaining what is alluded to by asking for brand, type of beverage, purpose of the ad, etc. which are called for on the check list. These suggestions are not to be regarded as the final word on the subjects noted on the check list. Rather, this is suggestive, to assist in the analysis. For example, participants may wish to compose their own list of basic values rather than use those suggested under number four.

1. List the brand name, whatever company is responsible for the product (Miller, Smirnoff, Canadian Club, etc.)

2. All alcoholic beverages fall into three general classes: beer, wine or distilled spirits. Malt liquor is still classed as a beer. Otherwise, it is usually not difficult to classify beers. Wines are normally labeled as such, and most wines have an alcoholic contents of under 16%. However, Champagne and some fortified wines will have an alcoholic content over 16% alcohol. Distilled spirits have an alcoholic content over 16% alcohol, with just a few exceptions. For example, Malcolm Hereford's Cows, a milk-flavored alcoholic beverage which is 30 proof (15% alcohol) is regarded as a low-proof distilled spirit product. Tequila, vodka, whiskey, rum and brandy are all examples of distilled spirits. What is called for in listing in the type of beverage is to classify the beverage in the ad as either a beer, a wine or a distilled spirit.

3. The primary purpose of all advertising, including liquor advertising, can be categorized under one of the three objectives listed below:

   a. Recruiting new customers, in this case new drinkers.
   b. Increasing use or consumption of the product.
   c. Aiding potential buyers in choosing between competing brands. In the advertising industry, this is known as market share advertising.

4. Advertising appeals to one or more basic values, wants and needs which are generally held by members of society. These basic aspirations include:

   a. Success
   b. Status
   c. Sex
   d. Money (saving money or acquiring wealth)
   e. Adventure, risk-taking
   f. Happiness
   g. Well-being (euphoria, relief from pain or discomfort)
   h. Pleasure, enjoyment
   i. Skill
   j. Enlightenment
   k. Virtue
   l. Respect
   m. Power
   n. Love
   o. Acceptance

   Does this advertisement appeal to one or more of these basic needs or values? There may be others you wish to add to the list, but note which one or which ones from the list seem to be the subject of the basic appeal of the ad.

5. How realistic is this ad? Does it portray life as it really is? Is this a real-life situation based on life as you know it, based on your own environment?

6. Some advertising is classed as life-style advertising. In this type of promotion, an activity, a happening, an event, a way of living, some dimension of a life style is portrayed and then a product is dropped into the ad to suggest that this life style, this pleasure may be achieved by using the product. A large share of alcoholic beverage advertising falls into this life-style type of promotion. In this part of the analysis, try to determine if another product could be substituted for the alcoholic beverage used in the ad without losing the appeal or effectiveness. In other words, could Pepsi Cola be substituted for beer and have the ad make as much sense. Or, could another product, even a non-beverage be substituted for the alcoholic beverage and still have the ad retain its appeal and effectiveness?

7. If the advice of the ad is followed, is the individual likely to achieve what is suggested in the ad? For example, will drinking a particular brand of beer enhance the fun at a party? Will using a certain brand of vodka make a man or woman more sexually attractive or enhance that person's chances of forming a sexual relationship with someone else? Is drinking a particular brand of tequila or whiskey a sign of manliness? What is called for here is to determine what pleasure, what goal, what achievement the ad suggests will result if the individual uses that particular product, and then try to determine if this end result is likely to come about if the individual actually follows the advice of the ad.

8. Once it is determined what the individual is supposed to gain by following the advice of the advertisement, try to think of alternative approaches. That is, determine what other courses of action could be taken to achieve the same goal, the same objective, the same pleasure or state of well-being suggested in the alcoholic beverage ad. Just what alternative methods does a person have available to achieve the same reward?

NEW GAMES PLAYSHOP

Dr. Gary D. Wilden

Assistant Professor of HPERD

Weber State College

THE NEW GAMES CONCEPT

New Games offers an addition and a new direction to traditional sports a way of playing that is exciting and enjoyable but requires no exceptional athletic ability. The New Games experience is both challenging and joyous, combining competition and cooperation to make it possible for players to compete as partners.

New Games are for everyone; for families and friends, neighbors and strangers, with no regard for age, sex, size, ethnic or economic background. New Games are based on participation not spectatorship. When we play New Games, how we play the game is really more important than whether we win or lose. When a game is fun for everyone, we all win together.

New Games means permission to run and jump because it feels good, to touch others in a non-threatening way, to release physical aggression without hurting anyone, to celebrate our differences, and to rejoice in our physical beings.

New Games can be played in existing play spaces or other spaces made safe for play, using common equipment, special innovative equipment or no equipment at all. Through the games we play and the way we play them, we encourage everyone to join in, to see themselves as active or creative, to open up through play.

Much more than a list of games, a book of games or a gimmick, New Games is an attitude toward play. It is the attitude that people can and should play together for the fun of it; get into touch with their own innate playfulness. The people playing are the most important part of any game. When playing New Games, players are free to change the rules as they play to make the game fairer, safer, or more interesting for everybody.

Two play philosophies--soft war and creative play--originally led to New Games, the concept; and eventually to the New Games Movement and the New Games Foundation. Soft war, conceived by Steward Brand, offers a safe outlet for aggression by providing a controlled, contained, cushioned way for people to play hard and fair with nobody hurt. Creative play, conceived by George Leonard, emphasizes ways of freeing people to enter into play more completely, to find out more about who they can be.

> By all means let us cherish the traditional sports for their many beauties, their unplumbed potential, and for the certainty they afford. But we have signed no long-term contract to suffer their extremes. The time has come to move on, to create new games with new rules more in tune with the times, games in which there are no spectators and no second-string players, games for a whole family and a whole day, games in which aggression fades into laughter--new games.
>
> --George Leonard, The Ultimate Athlete

(Adapted from various New Games Foundation publications and materials.)

PLAY ALTERNATIVES - RESOURCES

THE NEW GAMES FOUNDATION

P. 0. Box 7901, San Francisco, CA 94120 (415) 664-6900

The New Games Book, More New Games, The New Games Training Manual, New Games Trainings, New Games Newsletter, The New Games Resource Catalog, audiovisual materials, games equipment, literature, etc, etc.

BOOKS

Playfair Matt Weinstein and Joel Goodman, San Luis Obispo, CA, Impact Publishers, 1980.

An excellent source, particularly for working with older children and adults.

The Cooperative Sports & Games Book, Terry Orlick, New York, Pantheon Books, 1979.

The Second Cooperative Sports & Games Book, Terry Orlick, New York, Pantheon Books, 1981.

Orlick's writings are receiving broad acceptance. Well-suited for use with younger children.

Cowstalls and Cobras, Karl Rohnke, Project Adventure, 1977.

A widely used source on rope courses, initiative games and other adventure activities.

The Well-Played Game, Bernard DeKoven, Garden City, N.Y., Anchor Press, 1978.

Subtitled "A Player's Philosophy," some profound reading, good concepts.

The Ultimate Athlete, George Leonard, New York, Avon Books, 1977.

Philosophy from one of New Games' Prime Movers.

GAME CHANGE

> You can't change a game by winning it, losing it, refereeing it, or spectating it. You change a game by leaving it, going somewhere else and starting a new game. If it works, (has its own strength and appeal) it may survive. Most likely it won't, in either case, you will have learned something about the process of game-changing. (Leonard, 1977, p. 137)

This formula, given by Stewart Brand, New Games' Original Prime Mover, describes one approach to Game Change, albeit a somewhat radical one; just go off and start your own "new game." More traditional wisdom suggests many possibilities for game changing, but such options are rarely exercised. Recreation leaders almost never change a game. ("You can't do that, can you? After all, rules are rules!") Instead, if a game or activity isn't working with a particular group or situation, we assume it to be a bad game and cast about for a good one. (Define Better Game...?!)

Why not change the game? A game isn't sacred; well, except for such institutions as the Sunday pro football game which has been enshrined and deified. Social games should be considered subject to change to fit the needs of a particular group of players. Alright, so its OK to change the game. HOW?

First a game needs a little analysis. (Don't we all?) What are the various components of the game? In the New Games Training Manual the following are given:

> Players, Environment, Goals, Roles, Boundaries, Equipment, Interaction, Action, Scoring, Ritual and Fantasy

Eleven elements, all considered "changeable." Look at your game: what about it is working? What isn't? Try to narrow any problems to one component: "It's slow," "Boring," "Too hard," "Dangerous," "No fun," might be typical responses. What's to do? Identify the problem not the symptoms: "slow and boring" may mean too many players for one "IT," "hard" may mean the boundaries are too large or interaction too restrictive, "dangerous" might be a clue to a need for different equipment or safer environment, "no fun" could be a lack of any ritual or fantasy in the game. Look at the problem(s) and select one to change. Adding a second "it," closing in the boundaries, inventing a little ritual, adding a fun fantasy, artificially "handicapping" the players, adding (or eliminating) scoring; there are many options for improving (?) your game. "Try it, you'll like it."

Leonard, George. The Ultimate Athlete. (New York, N.Y.: Avon Books, 1977) New Games Foundation, New Games Training Manual, 1977.

GAME COMPONENTS

1. THE PLAYERS: By increasing the number of people who are "it" or decreasing the number of groupings for "safes," you add a new dimension to your game. Be aware of age and size differences. Encourage controlled aggression. Keep the game safe for all.

2. THE ENVIRONMENT: The play area may have features which add to or detract from the game. Utilizing the environment can add to the group's* creativity; for example, playing a land game in the water.

3. THE GOALS: By adding a variety of goals to the game, the format of the game can change for the better. Permitting a group (the NOT ITS) to run across a line before hugging in a game of Hug Tag makes the game more challenging.

4. ROLES: Sometimes by assigning different individuals to perform different roles such as timekeeper, scorekeeper, cheerleader or counters, gives the peripheral player an opportunity to be involved without pressuring him or her to participate.

5. BOUNDARIES: If the game seems to be difficult for one or more participants, or they are tiring, a change of boundaries might be in order. This might give the "ITS" more power, or increase the mobility of roaming players.

6. EQUIPMENT: By changing the type of equipment, the quantity of equipment, increasing/decreasing the size of equipment or giving the opposition some kind of defense equipment, suddenly game strategies change.

7. INTERACTION: Player interaction will build by increasing the size of the groups. Creating a team of "its" will provide for new patterns of interaction.

8. ACTION: Having to do a different action as part of the goals can add variety to your game. Instead of hugging--try tickling, or tackling.

9. SCORING: Give points for a variety of things: grace, bravery and innovation, etc. Use a scorekeeper or try allowing players to give themselves points.

10. RITUAL: Rituals will liven up a group in a hurry. Any individual moving from group to group could simulate a fish swimming in the water, or riding a make believe camel. Bowing, shaking hands, etc., helps keep the players in touch with each other as people.

11. FANTASY: Star Wars, Sesame Street or the Muppets are examples of character sources which can be used as part of fantasy involving formation of new rituals.

(Adapted from The New Games Training Manual, 1977)

*Remember: Change one game component at a time.

PLAY HARD, PLAY FAIR, NOBODY HURT

Swat

Group is seated on chairs with the leader sitting on a chair in the middle.

The leader "swats" a member on the leg.

He runs to place the swat on the chair and then takes the chair of "swattee".

"Swattee" tries to get "swatter" and swat leader on the leg.

He is the new leader if the "swatter" doesn't get swatted.

Elephant, Monkey, Regal

The group forms a circle. One person goes into the center and explains how to act out three animals.

The person being spoken to and the persons on either side of him must act out their parts.

The Milling Assassin

Non-verbal exercise.

Group members stand in circle with hands behind their backs.

Leader goes behind and touches each person on palm (one person on wrist is assassin).

Members mill around shaking hands.

Assassin, when he wants to will touch Person's wrist.

Victim will wait about 10 seconds and fall to floor.

"Declarer" and a "Backer" I know who the Assassin is.

Do You Like Your Neighbor

The group is seated in chairs in a circle. The leader stands in the center of the circle. The leader walks around the circle, stops, and asks a member the question "Do you like your neighbor?" If he says yes, everyone in the group, including the leader must run for another chair. If the person says no, I prefer _____ and _____ for my neighbors the two people sitting next to him must scramble for the two seats vacated by _____ and _____ along with the leader. The person who ends up without a chair becomes the leader for the next round.

ENERGIZERS

These simple and enjoyable games can serve a variety of purposes. They help the group to "wake up" and become energized for the work to follow. They also provide an opportunity for the group to function together in a light activity which is generally non-threatening. The activity provides another opportunity for individuals to become aware of the feelings and behaviors of others.

Bumpety-Bump-Bump

Form a circle - make sure you know the person on each side of you.

One person goes to the center and slowly walks around the inside facing people.

He may stop and say, pointing to you:

a. Left - Bumpety-Bump-Bump
b. Right - Bumpety-Bump-Bump

You must say the name of the person he gave Left or Right before he finishes the phrase or you become the pointer.

Tiger-Gun-Man

Tiger - "Growl" Gun - "Bang" Man - Mr. America pose

Two teams face each other.

Decide Quickly.

Signal of leader - make sound or pose of choice.

Who wins: 1) Tiger beats man; 2) Gun beats Tiger; 3) Man beats gun.

Annihilation

Soft Frisbee

All members on one side except 3-5 people who throw frisbees and try to land or touch others on the head. As soon as they are touched you fall to the floor. The last 3-5 standing become the next throwers.

String & Ring

The group sits in a circle with one person standing in the middle of the circle. The ring is passed from one person to another on the string trying to avoid being detected by the person standing in the middle. When the person in the middle correctly guesses where the ring is, he takes the place of that person in the group who then tries to guess where the ring is.

ALL ABOUT _____

1. The animal I am most like _____
2. My favorite love song is _____
3. My favorite thing to do outside is _____
4. A place I want to visit is _____
5. I love it when _____
6. My favorite thing to wear is _____
7. My most embarrassing moment was _____

   _____
8. The kind of vehicle I would prefer to drive _____
9. The person who has taught me the most is _____
10. When I am angry I _____
11. My favorite smell is _____
12. My drug of choice is _____
13. If my house caught fire what would I save first? _____
14. If I had only 6 weeks to live I would _____

    _____
15. If I could live anywhere in the world it would be _____
16. My favorite holiday is _____
17. If I won $100,000 I would buy _____
18. My idea of a romantic evening is _____

    _____
19. My favorite color is _____
20. If I were stranded on a deserted island I would want it to be with _____
21. My favorite drink is _____

EZ iiiii	TOUCH	MOTH CRY CRY CRY	BLACK COAT
TIME TIME	SAND	HURRY ↗	ME QUIT
LE VEL	KNEE LIGHT	MAN OVER	HE's/HIMSELF
READING	AGES	R ROAD A D	Ø M.D. PH.D. L.L.D.
WEAR LONG	DICE DICE	ECNALG	CYCLE CYCLE CYCLE
CHAIR	TOWN	ii ii O O	STAND I

I'M DEPRESSED, DEPRESSED! (Tune, Charles B. Ward, The Band Played On)
When anything slightly goes wrong with the world, I'm depressed, depressed!
When any mild hassle before me is hurled I feel most distressed!
When life isn't fated to be consecrated I can't tolerate it at all!
When anything slightly goes wrong with the world, I just bawl, bawl, bawl!

BEAUTIFUL HANGUP (Tune, Stephen Foster, Beautiful Dreamer)
Beautiful hangup, why should we part
When we have shared our whole lives from the start?
We are so used to taking one course
Oh, what a crime it would be to divorce!
Beautiful hangup, don't go away!
Who will befriend me if you do not stay?
Though you still make me look like a jerk,
Living without you would take so much work!
Living without you would take so much work!

LOVE ME, LOVE ME, ONLY ME! (Tune, Yankee Doodle)
Love me, love me, only me or I'll die without you!
Make your love a guarantee, so I can never doubt you!
Love me, love me totally; really, really try, dear;
But if you must rely on me, I'll hate you till I die, dear!
Love me, love me all the time, thoroughly and wholly;
Life turns into slushy slime 'less you love me solely!
Love me with great tenderness, with no ifs or buts, dear:
For if you love me somewhat less I'll hate your gosh darn guts, dear!

I WISH I WERE NOT CRAZY (Tune, Dixie, by Dan Emmett)
Oh, I wish I were really put together --
Smooth and fine as patent leather!
Oh, how great to be rated innately sedate!
But I'm afraid that I was fated
To be rather aberrated --
Oh how sad to be mad as my Mom and my Dad!
Oh, I wish I were not crazy! Hooray, hooray!
I wish my mind were less inclined
To be the kind that's hazy!
I could agree to try to be less crazy;
But I, alas, am just too gosh darn lazy!

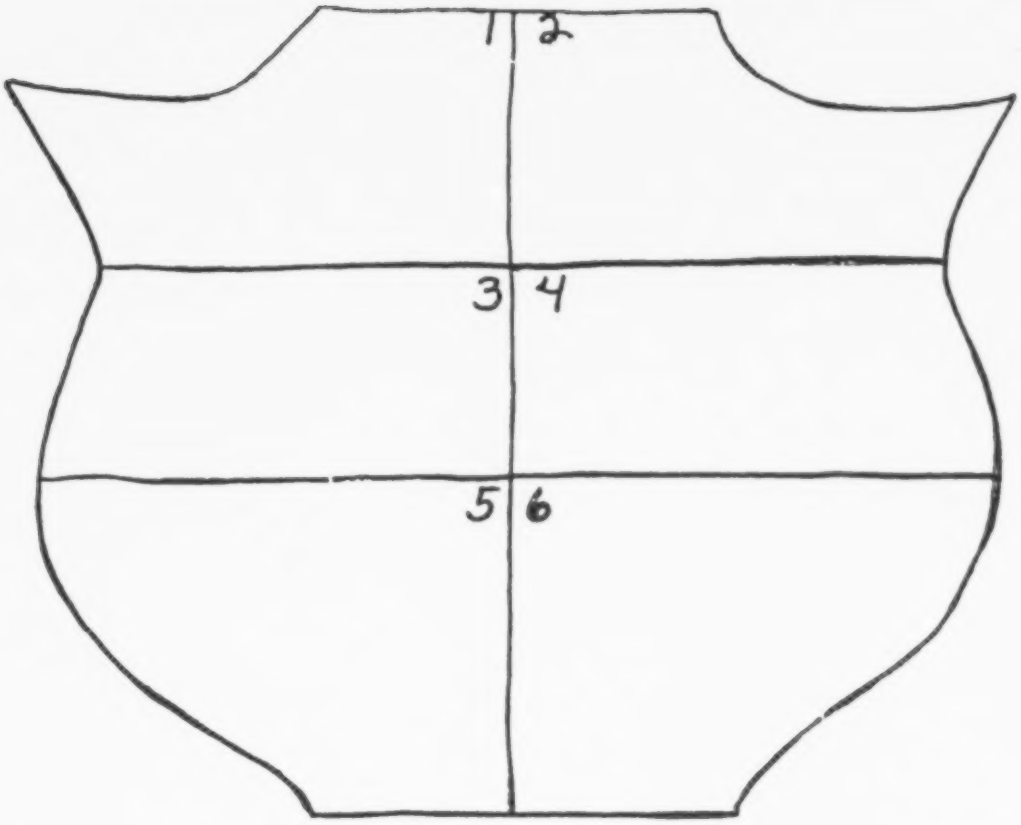
WHINE, WHINE, WHINE! (Yale Whiffenpoof Song, tune by Guy Scull -- a Harvard man!)
I cannot have all of my wishes filled --
Whine, whine, whine!
I cannot have every frustration stilled --
Whine, whine, whine!
Life really owes me the things that I miss,
Fate has to grant me eternal bliss!
And since I must settle for less than this --
Whine, whine, whine!

PERFECT RATIONALITY (Tune, Luigi Denza, Funicull, Funicula)
Some think the world must have a right direction,
And so do I! And so do I!
Some think that, with the slightest imperfection
They can't get by -- and so do I!
For I, I have to prove I'm superhuman,
And better far than people are!
To show I have miraculous acumen --
And always rate among the Great!
Perfect, perfect rationality
Is, of course, the only thing for me!
How can I ever think of being
If I must live fallibly?
Rationality must be a perfect thing for me!

I AM BAD, OH SO BAD! (Tune, Anton Dvorak, Going Home, New World Symphony)
I am bad, oh so bad, just a worthless cad!
Oh, my gad! Let me add: I'm so bad it's sad!
I'm so bad I deserve every ugly twist!
I'm so bad I've a nerve even to exist!
I'm so bad that I'm clad in pure villainy!
Oh, I'm so bad, you egad
Must take care of me!
Yes, take care of me!
Yes, take care of me!

MY SWEET LITTLE LOUSY BLUE MOOD (Tune, Harry Tierney, Alice Blue Gown)
Oh my sweet little lousy blue mood
I endeavor to never intrude!
Though I say I intend
All my sorrows to end,
I refreshen depression
And make it my friend!
I refuse to be able to choose
To stop sighing and crying the blues
I'm pigheadedly drawn to
And madly hang on to
My sweet little lousy blue mood!

PERSONAL "COAT OF ARMS"



DIRECTIONS

You are to answer the following questions by a picture, symbol or design in the space whose number corresponds to the question. (It's not important that anyone else understands what you are drawing; just as long as you know what it means.)

1. What do you regard as your own greatest accomplishment?
2. What do you regard as your own greatest personal failure?
3. What do you want to be when you grow up?
4. What is one thing from which you will never budge (this could be a person, place or thing as well as an attitude or a belief)?
5. What is something you will have accomplished by the time you are 65?
6. If you found out you had 1 month to live, how would you spend it?

LOVE AND THE CABBIE

by Art Buchwald

I was in New York the other day and rode with a friend in a taxi. When we got out my friend said to the driver, "Thank you for the ride. You did a superb job of driving."

The taxi driver was stunned for a second. Then he said:

"Are you a wise guy or something?"

"No, my dear man, and I'm not putting you on. I admire the way you keep cool in heavy traffic."

"Yeh," the driver said and drove off.

"What was that all about?" I asked.

"I am trying to bring love back to New York," he said. "I believe it's the only thing that can save the city."

"How can one man save New York?"

"It's not one man. I believe I have made the taxi driver's day. Suppose he has 20 fares. He's going to be nice to those twenty fares because someone was nice to him. Those fares in turn will be kinder to their employees or shop-keepers or waiters or even their own families. Eventually the goodwill could spread to at least 1,000 people. Now that isn't bad, is it?"

"But you're depending on that taxi driver to pass your goodwill to others."

I'm not depending on it," my friend said. "I'm aware that the system isn't foolproof so I might deal with 10 different people today. If, out of 10, I can make three happy, then eventually I can indirectly influence the attitudes of 3,000 more."

"It sounds good on paper," I admitted, "but I'm not sure it works in practice."

"Nothing is lost if it doesn't. I didn't take any of my time to tell that man he was doing a good job. He neither received a larger tip nor a smaller tip. If it fell on deaf ears, so what? Tomorrow there will be another taxi driver whom I can try to make happy."

"You're some kind of a nut," I said.

"That shows you how cynical you have become. I have made a study of this. The thing that seems to be lacking, besides money of course, for our postal employees, is that no one tells people who work for the post office what a good job they're doing."

"But they're not doing a good job."

"They're not doing a good job because they feel no one cares if they do or not. Why shouldn't someone say a kind word to them?"

We were walking past a structure in the process of being built and passed five workmen eating their lunch. My friend stopped. "That's a magnificent job you men have done. It must be difficult and dangerous work."

The five men eyed my friend suspiciously.

"When will it be finished?"

"June," a man grunted.

"Ah. That really is impressive. You must all be very proud."

We walked away. I said to him, "I haven't seen anyone like you since 'The Man from La Mancha.'"

"When those men digest my words, they will feel better for it. Somehow the city will benefit from their happiness."

"But you can't do this all alone!" I protested. "You're just one man."

"The most important thing is not to get discouraged. Making people in the city become kind again is not an easy job, but I can enlist other people in my campaign..."

"You just winked at a very plain looking woman," I said.

"Yes, I know," he replied. "And if she's a schoolteacher, her class will be in for a fantastic day."

MINI ACTION PLAN

Problem:

Realistic Goal(s) (what you want to happen):

Obstacles (why isn't it already the way you want it?):

Resources (people, money, time, knowledge to overcome obstacles):

Next:

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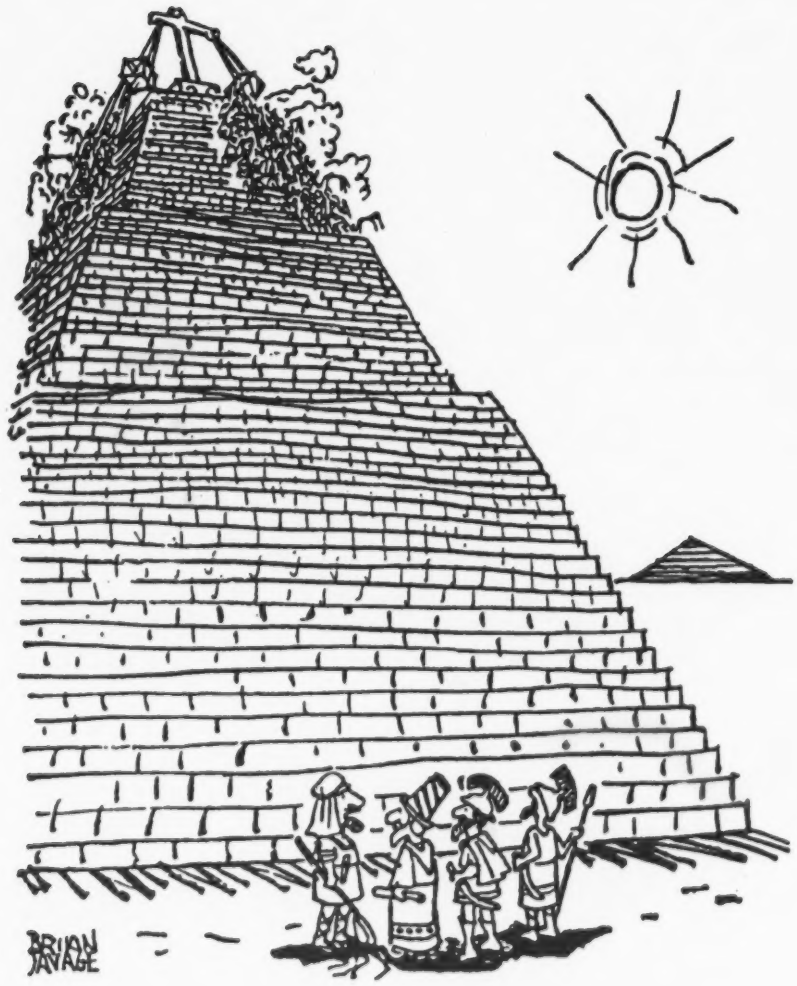

"If they finish before noon, we won't have to give them lunch."